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ABSTRACT

The document contains proceedings from a convention on educating the gifted student. Brief summaries of presentations cover topics which include: humor as an indicator of giftedness, characteristics of gifted teachers, identification of the gifted and talented student, curriculum for the gifted, leadership training, counseling gifted Black students, microcomputers for gifted microtots, enrichment programs, the Enrichment Triad Model, community planning, creative problem solving, individualized education programs and due process for gifted students, adjustment problems of the gifted adolescent, problem achievers, survival skills for the disadvantaged gifted student, and working with parents of the gifted. Among the specific programs covered are ALPHA--Advanced Learning Programs in the Humanities and Arts, Satellite '80--a summer enrichment program, the College Board's Advanced Placement Program, and the High School Academic Enrichment Program. (SB)

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NATIONAL ASSOCIATION FOR GIFTED CHILDREN

PROGRAM PROCEEDINGS

TWENTY-SEVENTH ANNUAL CONVENTION
OCTOBER 28 - NOVEMBER 1, 1980

MINNEAPOLIS, MINNESOTA

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THE GIFTED AND TALENTED IN THE 1980'S
-A National Report-

By Harold C. Lyon, Jr.
Director, Office of Gifted and Talented

Historically, our educational system has emphasized, even idealized, the average student. Born out of our commitment to universal education, and nurtured by economic necessity, school curricula inevitably became geared to the abilities of the majority, often at the minority's expense. Over the last 20 years, however, the Federal government and the American educational structure have worked to check this trend towards mass standardization by improving the instruction for millions of previously neglected children.

This new commitment has significantly benefited many traditionally ignored groups such as racial minorities, the economically disadvantaged, the culturally different, and the physically and mentally handicapped. One educational minority, however, still suffers wholesale neglect despite the urgency of their needs and the immensity of their potential contributions. This minority is not distinguished by race, ethnic background, or sex, and is being equally represented in all segments of society. Rather, they are noted by their exceptional abilities whether they be intellectual, aesthetic, creative, or social. This minority comprises the gifted and talented. And, like other minorities, they need special attention from our schools to realize their full potential, and for society to realize their significant contributions.

It seems ironic, and extremely tragic, that a society so desperately in need of original and creative ideas remains reluctant to develop the main resource best able to provide them. Over the years our attitude towards the gifted has fluctuated between apathy and aversion, with only sporadic outbursts of reactionary enthusiasm.
Indeed, the infrequent popularity of gifted education has usually coincided with periods of national crisis and societal self-doubt. When faced with seemingly insurmountable problems, we whole-heartedly endorse gifted education as a tool to solve our ills. But later, once the immediate crisis has passed, gifted education again becomes labeled elitist and undemocratic.

The national hysteria over Sputnik in 1957 provides one specific example. Confronted by the Russians in a space technology race and our fear of losing our position of global preeminence, we became ardent champions of gifted education. The uproar produced the National Defense Education Act of 1958 designed to upgrade instruction in chemistry, physics, mathematics, and economics. This massive aid-to-education program represented the first large-scale involvement by the Federal Government in the area of gifted education.

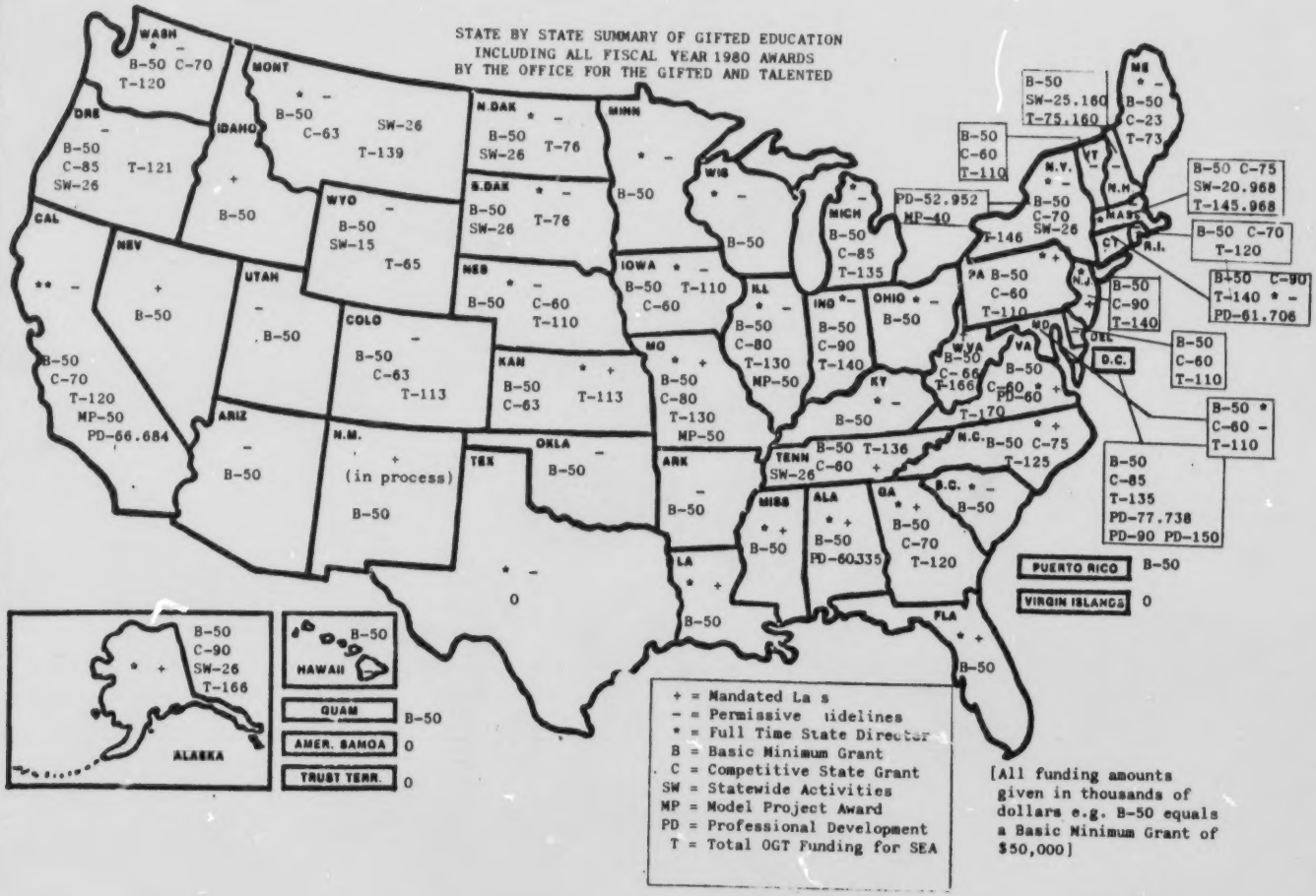
But, by the late sixties, after winning the space race, the national anxiety over Sputnik subsided and so did our enthusiasm for gifted programs. Other issues, such as the civil rights movement and the Vietnam War, replaced the gifted and talented national priorities.

A decade after Sputnik, a congressionallly mandated study of gifted education revealed the extent to which our commitment to the gifted and talented had waned. The Marland Report, as it came to be known, thoroughly detailed the widespread ignorance and abuse which marked gifted programs in the early 1970's. It revealed that of the approximately 2 1/2 million gifted and talented students, only 4 per cent were being adequately served. Further, only 10 states retained a full time director of gifted education despite their positive effect on the quality of gifted programming. Indeed, experts in the field of gifted education agreed that the majority of outstanding gifted programs were located in those states with full time directors. Perhaps the most disturbing revelation came in a survey of school administrators showing that 57 per cent were unaware of any special needs of the gifted and talented. This fact, coupled with the suggestion that many of the high-school drop-outs were actually gifted and talented who were turned-off by our schools, indicated the need for comprehensive revisions in our attitudes and approaches to the gifted. It also clearly indicated the need for a strong Federal role to counteract the parochialism and short-range perspective toward the gifted and talented.

Accordingly, the Office for the Gifted and Talented was established in 1972 within the U. S. Office of Education. The purpose was to provide the type of leadership and advocacy for the gifted at the national level that was needed to make these fundamental revisions.

Over the past 8 years significant progress has been made. In 1979, an Office of Civil Rights survey revealed that approximately 35 per cent of the gifted population were being served Further, 40 states now have full time consultants for the gifted with the remaining 10 having at least part time coordinators. Additionally, approximately 37 universities have graduate programs specializing in gifted education which is up from only 10 a decade ago.

Also, there exists greater public awareness of the problems faced by the gifted and more widespread support for gifted programs. Clearly much of this expansion in societal concern can be traced to the public and private advocacy groups currently pitching the gifted cause. But also, much of it can be credited to the new set of perils which beset our nation. While perhaps not visibly to the proportions of Sputnik, the energy shortage, international crises, and the current economic turmoil have all contributed to this new wave of endorsements. If an energy source were developed today, would public concern for the gifted be as strong tomorrow? I wonder.


STATE BY STATE SUMMARY OF GIFTED EDUCATION
INCLUDING ALL FISCAL YEAR 1980 AWARDS
BY THE OFFICE FOR THE GIFTED AND TALENTED
WASH
B-50 C-70
T-120
ORE
B-50
C-85 T-121
SW-26
CAL
B-50
C-70
T-120
MP-50
PD-66.684
NEV
B-50
IDAHO
B-50
MONT
B-50
C-63
SW-26
T-139
WYO
B-50
SW-15
T-65
UTAH
B-50
COLO
B-50
C-63
T-113
ARIZ
B-50
N.M.
(in process)
B-50
N.DAK
B-50
SW-26
T-76
S.DAK
B-50
SW-26
T-76
NEB
B-50
C-60
T-110
KAN
B-50
C-63
T-113
OKLA
B-50
TEX
0
MINN
B-50
IOWA
B-50 T-110
C-60
MO
B-50
C-80
T-130
MP-50
ARK
B-50
LA
B-50
WIS
B-50
ILL
B-50
C-80
T-130
MP-50
MICH
B-50
C-85
T-135
IND
B-50
C-90
T-140
OHIO
B-50
KY
B-50
TENN
B-50 T-136
C-60
SW-26
MISS
B-50
ALA
B-50
PD-60335
GA
B-50
C-70
T-120
FLA
B-50
S.C.
B-50
N.C.
B-50 C-75
T-125
VA
B-50
C-60
PD-60
T-170
W.VA
B-50
C-66
T-166
PA
B-50
C-60
T-110
N.Y.
B-50
C-70
SW-26
T-146
PD-52.952
MP-40
VT
N.H.
ME
B-50
C-23
T-73
MASS
B-50
SW-25.160
T-75.160
B-50
C-60
T-110
B-50 C-75
SW-20.968
T-145.968
B-50 C-70
T-120
B+50 C-90
T-140
PD-61.706
B-50
C-90
T-140
B-50
C-60
T-110
B-50
C-60
T-110
B-50
C-85
T-135
PD-77.738
PD-90 PD-150
B-50 *
C-60 -
T-110
D.C.
N.J.
CONN
R.I.
B-50
C-90
SW-26
T-166
ALASKA
B-50
HAWAII
GUAM
B-50
AMER. SAMOA
0
TRUST TERR.
0
PUERTO RICO
B-50
VIRGIN ISLANDS
0
+ = Mandated La s
- = Permissive uidelines
* = Full Time State Director
B = Basic Minimum Grant
C = Competitive State Grant
SW = Statewide Activities
MP = Model Project Award
PD = Professional Development
T = Total OGT Funding for SEA
[All funding amounts given in thousands of dollars e.g. B-50 equals a Basic Minimum Grant of $50,000]

Chairperson: Phyllis Mindell, Ed.D.
Nazareth College of Rochester;
Well-Read(wel'-red'),Inc.
12 Cranston Road
Pittsford, New York 14534

LITERACY FOR THE GIFTED: A RESEARCH COLLOQUIUM

All researchers; advanced practitioners.

ABSTRACT: A current state of the art symposium on issues and actual research studies concerning reading and writing for the gifted student.

Speaker: Phyllis Mindell, Nazareth College of Rochester, Well-Read(wel'-red'),Inc.

Research on Literacy for the Gifted: Unanswered Questions and Unquestioned Answers.

Speaker: Dorothy Stracher, Hofstra University, State University College of New York, Well-Read(wel'-red'),Inc

Gifted Lives: The Historical Record on Literacy of the Highly Accomplished.

Speaker: Virginia Ehrlich, Teachers College, Columbia University

The Preschool/Primary Gifted Reader.

The time has come to look seriously at humor as an indicator of giftedness. Our purpose is to look at the connections between a sense of humor and the process of creative thinking. Leadership and literature consistently call attention to the characteristic of a sense of humor as a clue to creative thinking. Too little attention has been paid to the serious study and implementation of ways and means for doing something about it. Certainly, we would agree that there is need for the gift of laughter in a sometimes humorless world.

Theoretical basis for the understanding of humor and its relationship to the creative process comes from a landmark work, The Act of Creation by Arthur Koestler, discussing both the production of and the response to humor. The theory of Bisociation is described across three distinct but interrelated processes: What makes us laugh; what helps us to understand; what causes us to wonder.

Parents and educators who have a serious interest in understanding the place of humor in the scheme of things related to programs for Gifted, Creative, Talented will find the framework in the form of a Triptych to be of considerable help. Koestler's ideas on the logical structure of humor and its emotional dynamics are synthesized in his definition of humor: "The bisociation of a situation or idea with two mutually incompatible contexts, and the resulting abrupt transfer of the train of thoughts from one context to another, putting a sudden end to our 'tense expectations.'"

The importance assigned to a sense of humor as an observable indicator of creative giftedness requires that more than an incidental, cursory attention to humor be programmed into classroom and social experiences. There has been a traditional lack of reward or positive reenforcement to encourage talents in comic production in its many expressions to surface and to be valued. The practicing or potential comedian is too often stifled and perceived as a disrupter of classroom set procedures. Social norms have often added a further constraint to the potential commedienne's acceptance as entertainer or class clown. There is a need to legitimize and incorporate into the school program deliberate thinking and learning activities for talents of humor to be revealed and recognized in a climate of acceptance.

A variety of examples of classroom strategies from the Feldhusen-Kolloff Three-Stage Model will be demonstrated. This is an invitation to those with interest and curiosities regarding humor and its relationship to giftedness to participate in this information and involvement session for ideas on how to bring humor into focus in the home and classroom. Its recognition and encouragement early on and throughout the school experience are vitally important and long overdue.

This session will offer teachers and parents information for understanding the basic concepts of creative humor, as well as specific activities for talent discovery and classroom enjoyment.

Berenice Bahr Bleedorn, 7200 Morgan Ave. S., Minneapolis, MN 55423
Don Ferris, Perdue University, W. Lafayette, IN 47907

LANGUAGE ARTS ACTIVITIES FOR JUNIOR HIGH GIFTED STUDENTS

R. Gene Wiggins
Professor, Gifted Teacher Education
Alabama A and M University
Normal, AL 35762

This session is designed as a demonstration on how to use certain language arts activities to enhance higher levels of thinking in the gifted junior high school students. After the demonstration, the participants will discuss the development of curriculum based on this demonstration and strategies for extending the regular language arts curriculum.

Topics to be considered are:

Goals of a Language Arts Program

Language and Cognitive Development

Language and Affective Learning and Development

Language Arts Skills Activities -- An Interrelationship

The participants will receive a list of materials and resources on language arts development and programming.

Mail inquiry requests to: Dr. R. Gene Wiggins
2204 Linde Street
Huntsville, AL 35810

Gifted and Talented Programs in Rural Schools

Janet McCumsey
Ella Mae Gogel
Pat Cutts

Area Education Agency 7
3712 Cedar Heights Drive
Cedar Falls, Iowa 50613

This presentation will cover several components of a project implemented in twenty-one rural school districts that participated in a Title IV-C grant project entitled "Rural Consortium for Teacher Inservice in Talented and Gifted--Utilizing A Student Center For Gifted." Each component will be explained with handout materials available for those interested in receiving further detailed information along with forms, instruments, procedures, curriculum ideas, etc. Specific components to be described are:

1) A rural consortium program for academically gifted students K-6.

2) An intensive teacher inservice training model designed to assist in the development and implementation of local rural gifted/talented programs.

3) Identification procedures for fine arts.

   Art - identifying students with artistic talent grades 2-12

   Music - identification procedure for musically gifted children including the development of a multi-level (K-8) music achievement test (The Iowa Test of Musical Achievement).

4) A parent and community inservice model.

5) Curriculum materials developed through the inservice project K-7.

The presentation of the arts identification procedure will comprise approximately one half of the presentation time. A question period will also be included.

HOW ARE GIFTED TEACHERS DIFFERENT FROM OTHER TEACHERS?

Linda Kreger Silverman, Ph.D.
University of Denver
Denver, Colorado 80208

A model for the analysis of teaching style was developed based upon observations of master teachers of the gifted. Both verbal and non-verbal behaviors were recorded for several months. These were grouped according to the following categories: instructional techniques, questioning techniques, feedback techniques, and personal interactions. Strategies were compared informally with those of novice G/T teachers, special educators, and elementary teachers.

Few differences were found in the area of instructional methods. G/T teachers tended to provide less information to students. They had less demonstrations. Instead of answering questions and solving problems, they tended to reflect student questions back to the students, (e.g., "What do *you* think?") They also spent more time questioning than instructing.

Greater differences were found in questioning patterns. G/T teachers tended to ask more divergent than convergent questions. They facilitated student discussions by generating ideas of their own, (e.g., "What would happen if...") or by clarifying and expanding student responses (e.g., "Do you mean that..."). Perhaps the most interesting observation was that G/T teachers often attempted to find out how a child arrived at a given conclusion (e.g., "What made you think that?").

Feedback techniques differed most of all. Whereas most teachers relied heavily on feedback (either positive or negative), master G/T teachers tended to intentionally avoid it. They found ways of *accepting* student responses, rather than reacting to them, verbally or non-verbally. They appeared attentive and interested, but non-judgmental. The effect of this strategy was usually more interaction of the students with each other and more student self-evaluation.

In the area of personal interaction, there appeared to be more equality among the G/T teachers and their students. The teachers enjoyed their students as interesting people. They spent time with them before and after class. They listened to them, observed them, and often made discoveries with them. The most significant difference noted was the extent to which these teachers revealed personal information about themselves to their students.

An instrument was developed which enables supervisors to record observations of each of these strategies. This provides the teacher with concrete feedback which can be more readily assimilated into a plan for improvement.

THE SATURDAY WORKSHOP: A National Demonstration Model

Gina Ginsberg Riggs, Executive Director
Gifted Child Society, Inc.
Post Office Box 120, Oakland, NJ 07436 Telephone 201/337-7058

The society's Saturday Workshop has served about 20,000 gifted and talented students to date. This presentation will offer information about student identification, teacher selection and preparation, curriculum and courses, parent services, finances and organization. Emphasis will be placed on the society's philosophy of education and the courses which have been designed for it. There will be specific information about which courses or subject matter appear to be particularly appropriate at certain age levels between pre-school and early teens. A summary of the society's teacher training and advocacy activities will be included. Each participant will receive a Saturday Workshop brochure and a history of the Gifted Child Society. Mail requests for additional copies will be honored.

CITING THE GIFTED: AN IDENTIFICATION PROCESS FOR GIFTED AND TALENTED STUDENTS

Dr. Jan Yoder
Mississippi Bend Area Education Agency
2604 W. Locust Street
Davenport, Iowa 52804

Ms. Marianne Galitz
Resource Teacher - SAIL
Bettendorf Community Schools
Bettendorf, Iowa 52722

In an attempt to identify gifted students as defined by Renzulli's three ingredients of giftedness (see Phi Delta Kappan, November 1978, pp. 180+), a four step process for collecting student information involving parents, teachers, and members of the g/t steering committee is utilized.

STEP I Initial nomination forms are sent to parents and teachers at selected grade levels and a name pool is established.

STEP II Subjective data are gathered which relate to students' characteristics in the three clusters of traits identified in giftedness: learning ability, motivation, and creativity. Parents and teachers complete three Scales for Rating the Behavioral Characteristics of Superior Students, by Renzulli, et. al.: Rating Scale for Learning Characteristics, Motivation, and Creativity.

STEP III Objective data for the traits of intellect and creativity are collected by administering the Structure of Intellect Screening Form for Gifted. Scores for cognition, memory, and convergent production are related to the trait of learning ability, while divergent thinking is added to the creativity score.

STEP IV The final step is a personal interview and product sharing. Students are asked to bring a "product" to the interview. Products can be hobbies, experiments, stories, or collections. Notices of the interviews are given to each child a week in advance. Accompanying each note is an Interest Survey to be completed prior to the interview. During the interview, students are asked questions designed to offer insights into their personality and the degree to which they possess the characteristics of giftedness. Three members of the steering committee interview students individually and then complete an Interview Summary Sheet at the conclusion of the interview.

Scores from Step II, III, and IV are included on an identification matrix which is divided by ability and application of knowledge, creative ability, and task motivation. The average attribute scores for these three characteristics are rank ordered, and students who display a relatively well-defined set of these three clusters of traits are invited to join SAIL, the Bettendorf gifted program.

COPING WITH BEING GIFTED

Dr. Linda M. Weiss, Program Coordinator
Mrs. Anne Hice, Elementary G/T Teacher
Mr. Dennis Carroll, High School G/T Teacher

Guilford County School System
P. O. Drawer B-2
Greensboro, North Carolina 27402

Having a child identified as gifted is often a mixed blessing, at best, for the child, teacher, and parent. Often it becomes the responsibility of the gifted/talented teacher or guidance counselor to help the child learn to cope with his/her exceptional ability and make progress toward attainment of appropriate goals. This session will deal with strategies and techniques applicable to the elementary through secondary level which will provide coping skills for the student while motivating him/her towards achievement at the appropriate level. Several original games, developed by high school G/T students, will be introduced to participants.

Organizationsl Skills and Self-Evaluation - Critical Tools for the Gifted Elementary Student.

Kathleen Brickell, Joan Lennert, Lorraine Sherwood
Northwood Elementary School
Hilton, New York 14468

There is a myth promoted among educators which contends that all gifted students are innately well-organized, independent, self-motivated and well in tune with their personal strengths and weaknesses. Having dealt with children in an elementary pull out program for grades 2-4, we have concluded that just as academic skills must be taught or highlighted so must the gifted student be exposed to the skills of organization and self-evaluation.

There seems to be a logical progression to organizational skills stemming from awareness of an individual process approach to tasks, through solidification of this process, to final application of an individual process approach to group organizational skills, with the individual taking a leadership role in group situations.

The use of personal scheduling and self-evaluation instruments are key tools in this progression of organizational skills. Students first use a schedule constructed by the teacher. As they progress through various units of study, teacher input is gradually replaced with that of the student as decision making, and organizational skills increase. Finally skills are put to the test in a culminating independent study project. The self-evaluation instruments are used to highlight student strengths and weaknesses in the areas of decision making, planning, organization, production, and presentation. They are designed to allow the student to assess their accomplishment in every phase of the program rather than placing emphasis upon the production aspect alone. Goals are set after each student-teacher conference, for improvement of individual skills in each of the five areas evaluated.

The use of the techniques and instruments described has been effective in moving individual gifted students along a continuation of skills to effectively design and implement a personal organizational pattern and process approach to tasks. Application of this to group situations has just begun and we are hopeful that growth and success of this process will prove to have impact upon the leadership aspect of our program for elementary gifted students.

A MULTI-LEVEL EDUCATIONAL APPROACH TO THE HIGH I. Q. UNDER-ACHIEVER and/or UNDER-PRODUCER

Rosina S. La Russo

Upper Saddle River Public Schools
Upper Saddle River, New Jersey 07458

LRC-Multi-level, an alternate experience to the Upper Saddle River gifted child program, was implemented with the goal being to assist children of high mental ability to develop to a higher level of productivity and achievement.

The students involved display at least one or more of the following characteristics: poor self-esteem; emotional difficulties; inability to persevere; extreme divergent thinking; inability to set goals; inadequate achievement on standardized testing, commensurate with ability; inappropriate classroom productivity, commensurate with ability; difficulty in relating to peers; and difficulty in dealing with real life situations.

Small groups are scheduled for short meetings in order to minimize frustration of "missing work" in the classroom and to provide an unintimidating environment for the sharing of feelings and ideas.

Combining youngsters of different grade levels creates a superior role for the older child and assists the younger student in developing confidence by being able to relate to an older pupil in academic activities.

Experiences in critical, logical, and productive thinking exist in an environment without grades and without "super-student" competition. Opportunities are provided to stimulate and develop interest in self-motivating activities; to create a desire to share and contribute comfortably; to develop those academic areas which are weak in proportion to the youngster's ability through the use of materials carefully selected to be non-classroom oriented nor skill builders.

Very crucial in LRC-M/L is assisting the child in understanding his or her "style of thinking - convergent vs. divergent - and more important - being comfortable with it. However, if a youngster is extremely divergent in his or her thinking, he or she would understand that this is "O.K.", but will learn to converge this thinking and develop logical thinking when it is necessary or required.

When progress becomes apparent, one of the two sessions each week becomes an opportunity for the student to practice assuming responsibility and making decisions regarding his or her own learning by setting goals and planning in what activities he will participate for that day.

Evaluation is accomplished by individual pupil-teacher conference.

TEACHING CHILDREN TO ENRICH THEIR OWN CURRICULUM

Nancy B. Hertzog
c/o Williamsburg-James City County Public Schools
P.O. Box 179
Williamsburg, Virginia 23185

The rationale behind this presentation is that students in gifted programs can and should be taught to develop their own enrichment activities. It is a powerful way to involve students in curriculum planning and to provide gifted programs with a differentiated curriculum. This presentation explains a unique five-step process by which students use fluency, flexibility, originality, and elaboration to incorporate their skills, abilities, and interests into independent or small group projects related to regular classroom studies.

The process, entitled "Creators of Curriculum," reflects the need for children to bridge the gap between training activities and investigations of real problems defined by Renzulli's Enrichment Triad Model. The five steps are listed below:

1. a. Children brainstorm all of the things they are doing in their regular classrooms.
   b. They pick one of the areas they wrote for "a" in which they are most interested.

2. Students list about six different occupations or areas of study that relate to the chosen topic.

3. Students list several questions they could ask within each area they chose for #2.

4. Students create activities that help answer questions in #3. They are taught the difference between Type I, II, and III activities, and are encouraged to develop some of each type.

5. Students may choose one activity that interests them the most and pursue it.

An important underlying principle is that it is a creative process. The presentation includes ways of teaching children brainstorming and questioning skills. Many student examples have been collected to demonstrate that students can use the process effectively.

FLIGHT TO NEW HORIZONS: A SIMULATION

Author - Rita A. Price, Supervisor, Gifted & Talented Program
Sandusky City Schools
407 Decatur Street, Sandusky, Ohio, 44870

Education today is changing rapidly and yet it is not keeping pace with the needs of gifted children. Gifted children, who are the future leaders of tomorrow are sometimes the most "turned-off" in the regular classroom. As educators, it is our responsibility to differentiate the curriculum to meet the needs of each unique child whether he be the child who needs special help or the gifted child who needs challenging activities daily.

Educationally, the teacher is the most important individual to the child during the school years. The teacher is the one who must challenge the thinking process of the gifted child. The importance of instilling a love of learning and the continuation of that love for learning is an important task for teachers to consider as they work with gifted children. The need for training teachers to work with gifted children is becoming apparent as programs grow throughout the country.

This inservice helps the classroom teacher have a better understanding of the differentiated curriculum used in an enrichment pull out program.

The participants will have their own books and they will do each activity, becoming a gifted child for the time they are attending the inservice, (a simulated classroom experience).

The participants do a self awareness activity, critical thinking, challenging puzzles, make a learning contract and share their creative experiences.

CREATING CURRICULUM TO GUIDE THE GIFTED

Beverly Goodloe, Donald Kaplan, Joyce Rubin, and Eleanor Villapando
RESOURCES FOR THE GIFTED, INC., 3421 N. 44th St., Phoenix, AZ 85018

Guiding the gifted to and through appropriate courses of study requires more than just keeping up with the latest educational fads or insisting on "basics" before student-selected studies. Therefore, the presentation includes not only insights as to exciting units but practical tips and strategies for selecting commercial materials and for developing personalized teacher and student-made centers. It concludes with a report of an ongoing assessment model used to evaluate the impact of curriculum influenced change upon gifted students from preschool to junior high school.

A comprehensive package available to participants stresses awareness, innovation, inspiration and modeling of:

* Outlined insights on the role of consultants, mentors and community resources in a doing-centered approach to excellence in learning,
* Practical curriculum tips from an administrative viewpoint,
* Exciting demonstration ideas from the author of many materials for the gifted and talented,
* Classroom coordination and resource center strategies,
* A key to creating appropriate personalized materials,
* An ongoing assessment model,

and a

* Bibliography of current and useful references on curriculum.

Participants will be encouraged to exchange information with each other and/or prepare for publication.

Leadership Training for the Gifted

Marilyn S. Dow

Area Education Agency 7
3712 Cedar Heights Drive
Cedar Falls, Iowa 50613

This presentation will explore program options for secondary students who are gifted in the area of leadership. Many of the recommendations will apply to programming for other areas of giftedness as well.

Methods of identification to be discussed include peer nomination, self nomination, staff nomination, demonstrated achievement and motivation. Instruments used in screening students will be presented.

The primary focus of the session will be on program content. Specific topic areas will range from skill development to leadership styles. Among the skill areas will be problem solving, thinking processes, decision making and communication. Other topics will include group processes, leadership theories, community resources and student experiences.

Specific prototypes to be examined will be seminars, independent study, mentors, special projects and community involvement. Resource people in various occupational areas will be suggested.

Highlights of successful programs in junior and senior high schools will be given. Printed materials will be provided to assist in planning and implementing a leadership program for gifted students.

"HOW TO DEVELOP DEFENSIBLE GIFTED PROGRAMS: AN APPROACH TO TO K - 12 ARTICULATION"

Joyce Van Tassel-Baska
Area Service Center for Gifted
21244 Illinois Street
Matteson, Illinois 60443

One of the major problems we face in gifted child education is providing appropriate options for gifted students throughout their school careers, instead of just at select levels. In order to intelligently address this issue, we need to recognize the factors that make its realization difficult.

One such factor is the general lack of commitment on a large scale to gifted education which manifests itself in limited funding, lack of adequate planning and lack of appropriate resources to carry out the task. Another factor relates to the lack of recognition of the differences among gifted students in terms of their degree of giftedness as well as their individual needs. A third prevalent factor is the notion that gifted programs are extra and outside of the regular school program, and therefore do not need scope and sequence.

While these factors are difficult to overcome, they can be addressed systematically. The focus of this session is to present program development strategies for identifying and serving gifted children from the mild to moderate to highly gifted ranges on a K - 12 continuum. Special attention will be given to the development of verbal and math talent. Articulation plans will be shared and discussed.

USING EXISTING RESOURCES TO DEVELOP A TEACHER PREPARATION PROGRAM

Maurice Miller, Associate Professor, Special Education
Lavonne Friesen, Witty Fellow, School Psychology
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Community and public interest has led Indiana State University to begin developing a teacher preparation program in gifted/talented education. However, the university was not able to hire new faculty nor commit extraordinary resources to meet this interest. Therefore, one Department began to put options together based on resources which already existed within the university.

Three existing courses had been taught when student interest arose or when faculty were available from other departments. A Special Education faculty member who did have course work and experience with gifted students was identified to teach these courses and begin additional program development: A number of exciting, existing options and resources quickly came to light:

1. Faculty and university encouragement was evident.

2. A graduate program is currently available under an advised sequence. A new Area of Specialization is being added. Since Indiana does not issue teacher licenses in G/T, this will be used as the basis for requesting a special endorsement for students going through this specialization.

3. Special Fellowships and stipends are available for students committing themselves to education of the gifted. Several Witty Fellows have already displayed this commitment.

4. Conferences and speakers have been presented. Some of these have been sponsored through special bequest funds, some through registration fees, and some volunteers.

5. Special funds were available for sponsoring a week long leadership training institute with authorities throughout the nation. Other funds can be channeled to such special events.

6. A number of existing university-sponsored events for students currently exist and these hold promise for adding to the teacher preparation program. Classes at the University School, special summer programs, and conferences and events sponsored by the various academic units are examples.

7. Existing university units are being explored to investigate their potential involvement.

8. This kind of commitment has brought State Department and public school awareness of the many possibilities available through Indiana State University.

DEMOCRACY IN ACTION: CLASSROOM STRATEGIES FOR LEADERSHIP TRAINING

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In order to maintain our democracy we must insure that we improve and expand our trained leadership pool. The intellectually gifted, creative, and talented should be encouraged and given training so that they will be better equipped to assume leadership roles and serve society.

As educators we should establish a programmatic leadership training program for the g/c/t from the early grades through the college level. The purpose and experiences of such a program must be democratic and focus upon society's need for all citizens to serve others, as well as to develop self.

Those who teach the g/c/t must assume much of the responsibility for developing leadership as well as followership skills. Curriculum activities should be oriented toward process, product, creative endeavors, as well as content mastery. As students master the concepts and principles they must be provided with opportunities to apply this information in real and meaningful ways. In order to assist teachers in this task we have provided classroom strategies for developing leadership potential and improving followership behavior.

These strategies may be implemented at every level from primary to advanced grades. They are designed so that leadership training may be integrated into regular curriculum activities or arranged in a block of instruction. Sequentially ordered strategies insure understanding of content prior to being given the opportunity to apply this information under real and simulated conditions. These strategies provide both in and out-of-school activities designed to improve behavior with regard to all human domains. The principle of participatory democracy is an integral part of each strategy.

The results of classroom applications of these strategies have been extremely profitable, exciting, and stimulating for students and teachers. Students quickly demonstrate increasing responsibility for self, group and task accomplishment. They exhibit greater maturity, sensitivity, and creativity. Furthermore, they openly express their improved concept of self, their increasing awareness of others, and recognition of the need to assist others in cooperative problem solving.

Differentiated Guidance/Counseling Model for Gifted Students, K-12

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A model will be presented that demonstrates a proactive approach for bringing together the categories of giftedness; the influence of socioeconomic status and values orientation of the family; and the developmental level of the child in determining the most appropriate guidance/counseling services.

The types of giftedness are differentiated as: Academically, highly, highly creative, gifted girls, talented, disadvantaged, culturally diverse, underachieving, physically handicapped, learning disabled and emotionally disturbed. Socioeconomic status and values orientation are categorized as high, medium and low. Developmental level is expressed in terms of stage development and grade placement.

After determining the student's characteristics, the school and home environmental variables, one chooses the guidance services that best meets the individual's needs. The services range from regular in-school placement to seldom-used out-of-school experiences.

In this presentation the rationale, as well as the application of the model will be discussed. Case examples will be given.

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Characteristics of Outstanding Programs for the Gifted/Talented

This study sought to identify model programs in all 50 states for the academically gifted and artistically talented at both the elementary and secondary levels and to determine commonalities among them in the following instructional and administrative protocols: pupil identification strategies; staffing; instructional goals, materials, scheduling procedures; personnel; evaluation techniques; and leadership roles. State department-of-education specialists in all states were contacted to identify programs regarded as "model"; and each program thus designated was surveyed so that those characteristics most commonly shared among outstanding programs could be determined. This presentation will set forth the results of this nationwide, comprehensive study so that those characteristics seemingly distinguishing successful projects may be used as guidelines for decision-making by those presently developing programs for the gifted and talented.

ALPHA

Advanced Learning Programs in the Humanities and Arts

Anthony J. Le Storti
Director, Project ALPHA
Gwynedd-Mercy College
Gwynedd Valley, PA 19437

ALPHA is an ESEA Title IV-C model project sponsored by the Montgomery County Intermediate Unit, Montgomery County, PA. The project is designed to develop and provide innovative and exemplary programming in the Humanities to gifted students and their teachers. ALPHA furnishes four major services: (1) a Dissemination and Resource Center of educational materials to include professional books, audio-visual materials, student resource books and student worksets; (2) a Consultancy to teachers and administrators on programs and methods; (3) a Co-Active Instruction Program for the teaching of special units and topics; and (4) the development and dissemination of appropriate new materials and modified existing materials for Gifted Education in the Humanities and the Arts.

One of the major goals of the project is to prepare students to deal effectively and creatively with a future society of great and rapid changes and pressures. It is felt that the cognitive and affective life skills derived for the disciplines of the Humanities and Arts will help students to achieve personal development by providing them with a sense of cultural antecedence and tradition, the ability to deal logically and critically with the vast amounts of data available to them, and the capability to affect and live their lives creatively and sensitively. For these reasons ALPHA puts strong emphasis on Philosophy and Creativity.

Philosophy is stressed for both its content and methodology. The emphasis with younger students is on analytical study in order to foster logical, critical thinking. With older students, interdisciplinary, synoptic investigations are conducted into such content areas as the nature of Knowledge, Beauty, Justice, etc. Regarding Creativity, the ALPHA staff believes that creative thought and experiences should pervade the curriculum rather than be taught in isolation. Thus, opportunities for creativity are built into both the ALPHA Instruction Program and Curricular Study Units produced by the ALPHA staff.

These Units in such areas as Aesthetics, Logic, Language, etc. exemplify ALPHA's approach to Gifted Education, that is, to take a strong interdisciplinary, multiple-method approach to the teaching of a curriculum that is substantial, important and developmental, with the goal of helping gifted students to grow cognitively and affectively into intelligent, creative, happy individuals.

WHAT GOOD'S A SUNDIAL IN THE SHADE?

Presenters: Sally Drake
Lola Mapes
Juana Kay Petersen

WHEW! We've got our kids identified, we've got a little funding (not enough) and some interested teachers, and the board's approved a program . . . now what do we do?

SPRINT, the gifted and talented program of the West Des Moines (Iowa) Community Schools is in its fifth year of serving students. The program is modeled after the Joseph Renzulli Enrichment Triad and serves students through pull-out workshops, resource rooms and classroom activities.

Our slide presentation and panel discussion will address such topics as tapping local resources, operating program phases at little or not cost, and several "how-to" tips we've found successful in maintaining our on-going program.

THREE COOPERATIVE SUMMER SCHOOLS FOR GIFTED STUDENTS IN THE MINNEAPOLIS/ST. PAUL AREA

Betty Johnson, Program Director, West Suburban Summer School Assoc., 2400 Lindbergh Drive, Minnetonka, MN 55343.
Charles Caruson, Director, Twin City Institute for Talented Youth, Macalester College, 1600 Grand Ave., St. Paul, MN 55105.
Mary Lou Banholzer, Director, Summer Academy, 5521 Turtle Lake Rd., St. Paul, MN 55112.

West Suburban Summer School Association is a consortium of five school districts -- Eden Prairie, Hopkins, Minnetonka, St. Louis Park, and Wayzata -- that operates under a joint powers agreement adopted by the respective school boards in 1979. Eligible students in each district (5% of the students residing in the district in grades 4 - 12) are invited to attend the summer program and the extended program of enrichment classes in science(physical and natural), mathematics, fine arts (drama and art), computer programming, social studies, language arts, foreign language. Summer classes consist of two three-week periods (total of 45 hours in class). Extended program classes take place during evening and weekend hours for six to ten weeks, two hours a wk. The Association program is financed from summer school state aid, tuition (for extended program), fees for some supplies, trips and materials, grants from foundations, district contributions. Substantial grants have been received from Northwest Area Foundation since January, 1979.

Twin City Institute, sponsored by the Minneapolis and St. Paul public schools and many local contributors, invites students from those cities in grades 7 through 11 who are in the top 20% of their class to apply for the six week program. The Institute is held at Macalester College in St. Paul for 4 hours each day, with some classes being conducted in other locations, such as Carleton College in Northfield, the Minnesota Zoological Garden and some wilderness areas of Minnesota. Students do not pay tuition, though materials fees and field trip expenses may be requested. Courses are in fine arts (theatre, music, art) social sciences, mathematics, physical and natural sciences, modern foreign languages and writing.

The Summer Academy encompasses nine school districts in the northeast suburban area. In cooperation with educational and cultural organizations throughout the Twin Cities, classes in the sciences and the humanities are offered to students in grades 3 through 11. The six week morning program also includes a one-hour seminar in subject areas different than the class a student is taking. Costs are paid with summer school state aids and contributions from participating school districts. Students in this enrichment program are recommended by each district, and submit written applications.

All three programs are governed by a board of directors, consisting of representatives from each participating district.

Counseling Gifted Black Students and Their Families (Grades 7-12)

by

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This presentation focuses on the unique counseling needs of gifted Black children. The learning and emotional needs of these youngsters are discussed as well as particular family issues related to Black gifted.

A model is presented for counseling with Black gifted youngsters and their families. The model is based on individual characteristics of gifted Black youngsters and essential family/home environment characteristics.

Send inquiries to N. Colangelo

SIMULATIONS STIMULATE PRODUCTIVE DECISION MAKING

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Before discussions of utilization of simulations, we must clarify what is meant here by the term "simulation". Some simulation advocates define a simulation in terms of theory statement and manipulation. These simulations fall into three specific groups: "man-simulations", which emphasize the decision making process; "machine simulations", which are dependent upon computerization; and "man-machine simulations", which require a cooperative link between computerization and human decision making.

At the present point in time, "machine" or "man-machine" simulations are becoming a reality in some secondary and post secondary levels. These simulations offer flexibility, convenience and safety in manipulations dealing with such volatile areas as chemistry, ecosystem modification, and social experimentation. Time and spatial factors are collapsed to facilitate repeated experimentation within a limited framework. The expense and availability of expertise and hardware at the elementary school level currently limit the practicality of these types of simulations. Therefore, at the elementary level, "man-simulations" are implied when defining the term in most instances. This type simulation can be ideal for young minds in need of practical application of facts, concepts and skills for decision making. Simulations offer analysis of data, synthesis of accumulated information into decisions unique to the student within the framework of the situation, and evaluation of student success in making the best possible choice considering the given data.

Simulations are one of the least utilized instructional techniques used at the elementary level. Simulations, unlike role-playing, go beyond playing the participant in a specific setting. They demand information manipulation and decision making for problem solving or conflict resolution. The participant's decisions are rewarded or discouraged through evaluating the consequences which result from the decision. Simulations are a practical medium for student application of higher level skills within a low-risk environment, while still allowing participants to experience the reality of decision making within the framework of real life problems. This real life structure is highly motivational to most students, but especially to G/T students.

Simulations offer a high degree of flexibility due to their interdisciplinary characteristics. While goals and objectives differ from simulation to simulation, a majority require refined written and oral communication skills, notetaking, and information usage within a group setting. Many simulations deal with social problems that can be found in today's complex society. This real life orientation offers a challenging framework for participants to stretch their minds so that they can become the productive decision makers our world so desperately needs.

CREATIVE PROBLEM SOLVING FOR ELEMENTARY AND SECONDARY STUDENTS

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The emphasis of this session is on classroom application of the Parnes-Osborne method of Creative Problem Solving. Creative Problem Solving encourages student involvement when it is applied in the classroom. Creative Problem Solving can be used effectively in talented and gifted programs 1) to solve special problems of a personal or interpersonal nature that are intensified by high intelligence and 2) to cooperatively find innovative solutions to hypothetical or real-life problems that are presented in the classroom situation. Whether Creative Problem Solving is used to find a solution to a personal problem or as a learning activity with the entire class, students may define the problem, brainstorm for ideas, evaluate ideas, find a solution and implement the solution.

Application of the Creative Problem Solving process in the classroom requires students to use all of the higher level thinking processes. Instead of imparting knowledge to the students, the teacher assumes the role of a facilitator who encourages students to generate information. Application of the Creative Solving process in the classroom requires students to use all of the higher level thinking processes.

The Creative Problem Solving process begins with a "mess", which is a few sentences stating the problem situation. The five steps in the process are:

1) Fact-Finding: Gathering facts about the problem by asking questions such as who, what when, where and how.

2) Problem-Finding: Identifying the problem by stating it in as many ways as possible, then choosing the statement that states the problem situation best.

3) Idea-Finding: Brainstorming for possible solutions.

4) Solution-Finding: Setting up the criteria to decide which solution is best.

5) Acceptance-Finding: Writing a plan of action for implementing the solution.

The amount of time and effort spent on each of the above steps of the Creative Problem Solving process will vary with the seriousness of the problem. For instance, in assisting a student to solve a personal problem, the fact-finding and the idea-finding may be verbal. Problems of a more serious nature will require taking notes at each step and quite a bit of time may be spent in finding a solution.

EDUCATING THROUGH STRENGTHS
An Experiment in Curriculum Design

Cleveland Middle School, Albuquerque, New Mexico

Patti Williams
Rae Ann Ray
Ray Veseth

Cleveland Middle School is located in Albuquerque, New Mexico, population 300,000. The school draws its enrollment primarily from English-speaking, high-income, professional families. As noted by others (Barbe, 1956; Fish, Bilek, Horrobin, & Chang, 1976), it is not unusual to find a large number of gifted and/or high-achieving students in schools with these demographic characteristics. This is true at Cleveland, where the eighth grade students consistently score among the highest in the city, well above national norms, in every area on the CTBS.

When the special education department assessed the needs of the student population, two student/program combinations emerged: identified L.D. students with high cognitive abilities placed in programs which concentrated on student deficits, and identified gifted students with significant deficits in knowledge or skills placed in programs in which minimum competencies were assumed.

Traditional programs were not adequate for these students. Therefore, a cross-age, cross-categorical curriculum (Double Cross) was designed to supplement the conventional programs which address discrete exceptionalities only. This study focuses on the conceptualization, implementation, evaluation, and possible implications of the Double Cross program.

THE FERTITTA/DANGEL RATING (FDR) SCALE FOR IDENTIFYING GIFTED STUDENTS IN GRADES 3-7

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Even though one can arrive at a fairly well-rounded picture of gifted and talented as a concept, one has difficulty in clearly pinpointing a child as gifted and talented. The state of the art of screening and identifying these children today can be best characterized as a double-edged sword. The use of I.Q. and standardized achievement test scores is the easiest type of information to gather, is objective, and has traditionally been used for student selection. However, these instruments have been criticized as insensitive to creativity, cultural differences, untapped potential and other domains not included in paper and pencil tests. In addition, the use of too few measures can result in an incomplete set of data upon which to make decisions.

Most identification processes used by school systems rely on standardized tests, nomination practices by teachers, students and parents, and student products or classroom achievement. The reliance on most standardized tests, whether group or individual, presents the problem of cultural bias. In addition, recent literature in the area has addressed another area of the high potential underachiever. The testing process provides little, if any, assistance in the identification of high potential underachievers. The question remained: "How does a school system screen its student population for multiple talent areas in a cost effective and time efficient manner?" In addition, the screening of students must include provisions to not only identify the gifted among the general population, but also to identify the gifted from culturally different backgrounds and students considered to have high potential but not performing to expectation.

The Fertitta/Dangle (FDR) scale results from a three-year research effort involving nine randomly selected elementary schools. The final scale is sensitive to the five areas identified by the USOE and consists of 30 items which address five domains: (1) High Academic Potential/Performance; (2) Visual Art; (3) Performing Arts; (4) Psychomotor; and (5) High Academic Potential/Low Performance.

This research effort has produced an instrument which adds a vital component to existing screening and identification procedures. The purpose, characteristics, and proposed use of the Fertitta/Dangle Rating (FDR) scale include: Sensitivity to domains untapped by test results (visual and performing arts); Screening where test results are unavailable; Sensitivity to the characteristics of culturally diverse students; Screening in the areas identified by the USOE.

No student is expected to exhibit all the characteristics. Quantification of the FDR scale will require the identification of the smallest number of behaviors a student must exhibit in each domain to be considered for further assessment and evaluation.

SESSION CANCELLED

ABSTRACT

Session Title: Resources in the Education of the Gifted/ Talented

Presenter: Irving S. Sato, Director
National/State Leadership Training Institute on the Gifted and the Talented
Los Angeles, California

Topics:

1. Review of differentiation of curriculum and instruction for the gifted/talanted
2. Criteria for the selection of resources
   (a) for gifted/talented students and
   (b) for adults who work with them
3. Sample resources in the education of the gifted/talented

After a review of differentiating curriculum and instruction for the gifted/talented, explored will be ways to increase accessibility to resources and to extend/modify existing resources to maximize differentiated learning for the gifted/talented.

Audience: Individuals coordinating gifted/talented programs or teaching the gifted/talented

Entry Level: Awareness and Intermediate Levels

Address: N/S-LTI-G/T
316 West Second Street, PH-C
Los Angeles, California 90012
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Training Teachers of the Gifted in Self Awareness Learnings by the Use of Developmental Stage Theory

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Gifted education advocates that gifted students should become aware of their abilities in order to build upon strengths and improve weaknesses. In encouraging this development, teachers need to be aware of their skills and to actively engage in the process of self growth; therefore, self awareness learnings should be an integral part of teacher training programs.

The presenters have developed a self awareness component to educate teachers of the gifted. Gowan's Developmental Stage Theory served as the theoretical base. The Developmental Stage Theory is a comprehensive model that lends itself to exploring the personal growth of teachers and students. It is important for teachers to understand progression through the stages in order to stimulate the development of the gifted child. Escalation through the stages is necessary for actualizing the potential of teachers and students.

The presentation will describe a model for including self awareness learnings as a component of teacher training programs. The model utilizes self assessment, sociodrama, and counseling to help teachers gain an understanding of themselves and their potential impact on children. Examples of instruments used in the model are those commonly used with gifted students i.e., Torrance Tests of Creative Thinking, Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students, and Your Style of Learning and Thinking.

The Northridge Developmental Scale was used to assess growth in the self actualization process. Field testing results indicate use of the model has a significant effect on the self awareness of future teachers.

A Model Summer Enrichment Program for Gifted and Talented Students

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This Summer Enrichment Program "Satellite '80" was designed to provide unique and enriching experiences for minority gifted and talented students. The primary objectives were to 1) provide educational experiences that enrich the content and reinforce the skills in the areas of science, mathematics and language arts and 2) develop critical thinking skills and creative abilities through a wide variety of learning opportunities.

Initial screening for the Satellite '80 program required the applicant to have a score at the 85th percentile or above on a standardized achievement test in reading, mathematics or language arts. This score served as a meaningful guideline for school personnel and parents to refer for further review. The additional identification procedure required the gathering of a sufficient amount of data on each child with regard to learning potential, critical thinking and creative abilities, so that an informed judgement could be made with regard to appropriate placement. The following instruments were used: Cognitive Abilities Tests, Torrance Test of Creative Thinking (Figural), Piers-Harris Self-Concept Scale and Renzulli-Hartman Behavioral Rating Scales. The latter form was completed by the parent, child, and teacher.

The program consisted of students in grades 3-7 and served as a practicum for students enrolled in the Graduate Leadership Training Program in Gifted Education. Specific courses were offered in the areas of math, computer/math, science, language arts and effective communication. An end of program evaluation was made by teachers, parents and students for each course and the overall program.

A RESOURCE COURSE FOR GIFTED STUDENTS

GRADES 10, 11, 12

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As concern for meeting the needs of gifted and talented students has grown, school districts have begun paying more attention to the importance of providing gifted programs which are both educationally sound and qualitatively different. The North Penn School District decided early in the second semester of the 1978-79 academic year to move away from the then current program of separate major subject classes for gifted students in the high school. It was the opinion of the District evaluation team that while there may have been some value to grouping gifted students together for special work in a particular subject area, all too often that special work turned out to be simply more of the same kind of content without any significant difference in teaching methods or anticipated responses from the students. It was recommended by the evaluation team to develop an enrichment oriented resource room program exclusively for gifted students. This concept could provide a core of teachers to serve as mentors for advanced exploration of specific concepts and topics which emphasize skill development. Interdisciplinary studies provided a starting point for breaking down the artifical parameters of subject matter which would be introduced into the curriculum. Over a period of three years, course curriculum would be developed for gifted students in an enrichment setting. Students in grades 10, 11, and 12 would participate in the program together. The first year theme was designated humanities. This thematic concept included not only the traditional philosophical literary and artistic areas but also mathematics and science. This approach permitted the use of selected classics in a multi-disciplinary study of man's place in the world. The second year of the program is focusing upon a futuristics curriculum. This theme permits the movement of historical futurism (using the past to predict the future) to contemporary futurism (systematic study of alternatives). The third year of the curriculum will focus upon philosophy. Each thematic year will concentrate upon the goals and objectives which provide for the development and refinement of skills in the areas of communication, research and higher levels of thinking.

A MODEL FOR THINKING

Dr. William Sweeters
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A theoretical model of the thinking process is developed using some prominent ideas of theorists Piaget, Bloom, Guilford and of Aristotle. Specific implications for gifted programs and for curriculum design will be discussed. An overview of the thinking process is shown below:

Need for Thinking → Apply Information Processing Skills → Using Modes of Thinking + Memory

To Perform Mental Operations → Yielding
Answers
Insights
Questions

PLANNING, DEVELOPING AND IMPLEMENTING A COMPREHENSIVE GIFTED/TALENTED PROGRAM (K-12)

Education Service Center, Region XVII
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The Differentiated Instructional Alternatives for Learning Model, developed by the Education Service Center, Region XVII, functions as a process and a plan whereby local school district teams can implement educational programs for the gifted and talented (K-12) in all areas of giftedness.

Local school district teams are trained by the ESC team to utilize the ESC's Teacher Guide and Staff Training Guide. These guides contain information such as a definition of gifted and talented students, a list of characteristics, a process for screening/identification/selection of these students, and a plan for providing differentiated programming.

A Teacher/Student Instructional Contract is the vehicle used in this model for developing a qualitatively differentiated and enriched instructional alternative for learning. The contract provides for (1) individualized student goal based on the interest, need, expectations and maturity level of the student; (2) student objectives designed to accomplish the stated goal; (3) activities, instructional arrangements, and resources planned to achieve the identified objectives; and (4) evaluation of the process and products of the contract by the student and the teacher.

Education Service Center contact person: Dr. Woodie Coleman, Director of Programs

Guiding the Gifted Through Grades 7-12

Lynne Mass, Abington Friends School, Jenkintown, Pa. 19046
Carmen Martire & Marjorie Weintraub, Montgomery County Intermediate Unit, 1605-B West Main St., Norristown, Pa. 19401

The authors have designed and implemented three different models of programming for secondary gifted. Junior high students participate in a seminar course during one 2½ hour session each week. The student is grouped homogeneously by interest with other youngsters who have selected the same course from among the following: Logic; The Science of Science; Creative Writing and Journalism; Animation; Natural History; and Independent Study. Course objectives are delineated by the teacher. The student adds to this list with his/her own goals and expectations, thus individualizing each course for each youngster. A course booklet, designed by the authors, guides the student. These guides are available upon request.

The program design for the eighth and ninth grade students provides for more mainstreaming. The student participates in an enrichment group for one forty-five minute class each week, during which time the group investigates problem solving skills and higher cognitive and affective levels. At other times, the teacher/facilitator of the gifted works with the faculty during team meetings, offerring suggestions for activities to differentiate the regular curriculum for gifted youngsters. The teacher/facilitator is also available for consultation with students for curricular supplements, arrangement of mentors and resource persons, or for personal discussion, as needed.

In the high school years, the student participates in honors courses. A consultant for the gifted is also available. The consultant teaches no classes, but functions as a resource person for students, teachers, guidance counselors, and administrators, as the need arises. A major component of this consultation model is the provision of the specialist to render supportive and cooperative services to the classroom teacher. The consultant may provide appropriate materials and experiences for the gifted, such as curricular supplements for classroom use, arrangement for resource speakers and special programs, contacting mentors, directing a computerized career search or overseeing a student's independent study.

Junior High Journalism

STRETCH TOWARD EXCELLENCE

Gloria Willingham
Indian Creek Junior High, 4401 West 103, Shawnee Mission, KS.66207

The most brilliant creator in the world without the ability to communicate is automatically less effective than he/she could be. The communication skills of the gifted student need to be developed and encouraged. After the basic grammar rules and vocabulary skills have been learned, the art of stating original ideas needs an avenue of expression. That avenue can be the school newspaper.

The newspaper can provide: a reason to think, a real audience, a multi-faceted process, a product.

Training for journalism can be offered as class assignments whether the class is large or small. The variety and depth of the class depends not on the cleverness of the instructor, but on the students' desires to participate in something real, something different, something excellent.

Independent studies can focus on journalistic problems or projects which can tap many of the student's talents. One idea can develop into a viable, time-consuming research project or story which will excite the entire school.

Mentorships and models are available in tiny villages and cities.

Students have many avenues through which they may develop their own style. Style is developed through experience, evaluation and time. Too often students enter the job market to face the question, "What experience do you have?" while the schools have failed to provide adequate experiences which are challenging and meaningful.

Problem-solving, decision-making, evaluation and originality are a part of the entire process. Newspaper production is complex.

The school newspaper is an influencer, too. Therefore, is it not an excellent tool for leadership training?

With the Who? What? Where? Why? When? and How? of the reporter let's open the training ground for the communicators so the world will be ensured of more greats like William Allan White, Walter Lippman, Ernie Pyle and Joseph Pulitzer.

Guided Awareness Learning Techniques- (GALT)
Scientific Methods in Teaching the Gifted, Talented, Creative

by
Eric Flescher
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Ypsilanti MI
48197

The teacher, as a learning systems supervisor, needs to establish practices, methods and activities, involved within a flexible, total process.

The GALT techniques, incorporated into four major sets: exploring and questing; group activities; research and design; and broadening activities, are utilized in a process stressing multimedia, multilevel and interdisciplinary learning experiences. The model allows for adaptive learning and teaching, within a guided awareness/design that aides in providing for the unique learning styles, needs and characteristics of the gifted, talented, and creative child.

The presentation will focus on the strategies, techniques, and methods used within a flexible process. Another major focus will be the increasing interaction with the environment, in and out of the classroom and the role it plays in guided awareness and self directed learning.

Counseling for Creativity Using the Creative Characteristics Model

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Demonstration of the basic GENESA Systems Model, with number system logic as a basic system, will be followed by applications of the system in two forms of the Creative Characteristics Model:

(1) Self-ratings on Creative Characteristics (A), with discussion of these characteristics;
(2) Self-ratings on Creative Characteristics (B), with discussion of these characteristics;
(3) Self-ratings on selected specific characteristics of A and B, with group interaction on these selected concerns in creative development.

Creative Characteristics self-assessment and group processes with gifted students in classrooms and counseling settings will be suggested, as practiced in the preceding demonstration.

Further consideration of "blocks to creativity," discrepancies between self and ideal goals in creative production, "creative underachievement," and the facilitation of creative development will be introduced through discussion of summary information provided participants. Practice in assessment and in centering self through movements in the GENESA crystal will demonstrate the potential for use of GENESA to foster creative self-development and incubation processes.

National Association for Gifted Children
October 20, 1980

PRACTICAL IN-SERVICE METHODS FOR PREPARING TEACHERS OF GIFTED ELEMENTARY SCHOOL CHILDREN

Cynthia B. Roeder
1200 Westover, College Station, TX 77840

If gifted children are to become optimally productive, they must receive the benefit of instruction from teachers who are specially qualified to meet their needs. Currently there exist many teachers of gifted children who have received little or no specialized training from teacher preparation institutions in the area of gifted education. It is, therefore, essential that school districts provide their teachers with in-service preparation in this area.

It is recommended that in-service programs be developed at two levels. The first level should: 1) be for all teachers and administrators; 2) discuss the need for differentiated educational provisions for America's gifted children; and 3) give an overview of the gifted program particular to the school district. The second level should: 1) be for those teachers and administrators directly involved in educating gifted children; 2) provide teachers with materials and strategies for instructing gifted children; and 3) be ongoing to keep teachers and administrators abreast of advancements in the field.

There are a variety of methods by which school districts can provide in-service training in gifted education: 1) authorities in the field of gifted education can be invited to discuss and demonstrate methods for improving teaching of the gifted; 2) teachers and administrators can be sent to workshops and conferences on the gifted, and to other school districts to observe differing programs; and 3) time can be provided for teachers of the gifted to meet and discuss problems, successes, and new ideas.

MICROCOMPUTERS FOR GIFTED MICROTOTS IN GRADES 1-4

Ann Cavanaugh Doorly
c/o Northwest Elementary School
Storrs, Connecticut 06268

This presentation addresses the following issues: why microcomputer programming provides differentiated mathematical enrichment for gifted first through fourth grade students, which students qualify for participation in such programs and the types of programs that can be developed to teach computer science to these children.

The presenter , an itinerant teacher in the SAGE (Shared Approach to Gifted Education) Program in the three Mansfield, Connecticut Elementary Schools will describe the program which she has developed and successfully implemented in her first through fourth grade math enrichment groups. The slide presentation will show the children in action while the related activities and materials are discussed. BASIC programming language will be introduced and the participants will be given the opportunity to try out their new programming skills on the Radio Shack TRS - 80 microcomputers.

The participant will leave with the realization that computer programming is exciting and not as difficult as it may seem. Handouts will include student, teacher, programming, audio-visual and magazine bibliographies.

An article entitled Microcomputers for Gifted Microtots which describes the program in greater depth should appear in the September / October , 1980 issue of G/C/T Magazine.

ARCHEOLOGY FOR GIFTED STUDENTS

Barbara C. Dyche

Wheaton Warrenville District 200

130 West Park

Wheaton, Illinois 60187

It is District 200's philosophy that a gifted program should provide not only content acceleration and enrich- for the gifted student but also the teaching of certain skills. The district-wide summer archeology program has been developed as a vehicle for providing experiences in critical thinking and meaningful problem solving as well as the opportunity to do special research related to the problems to be solved. The presentation will cover the practical side of the program including identifying and recruiting students, preparing the students for the "dig," and participating in the field school itself. A slide presentation will show the program in action.

Although the program is currently being run for fifth and sixth grade students, plans are being developed to expand the program to four phases going up through the twelfth grade. These plans will be briefly discussed.

"Guarantee the Survival of Your Federally Funded Gifted/Talented Program"

by Peg Purdy, Project GATHER, 326 Winthrop St., Rehoboth, MA 02769

Five years ago, a small group of parents and teachers joined forces to ask that the superintendent of schools of our regional district provide special programs for the gifted/talented students. The superintendent suggested that they investigate appropriate program options and the costs associated with each. Due to a tax cap imposed by the governor, he also requested that they seek outside funding! After many months of hard work by the group, the school district was awarded a Title IV-C grant. As project director, I considered this three-year funding as "seed money," the fruits of which would have to survive for many years. Our goal was to create an exemplary program that would become a growing component of the school system.

Since our community believed in a mainstream gifted program with minimal "separate time," the grant did not provide for resource teachers or facilities. Regular classroom teachers adapted schedules, and closets became work areas until space became available. We adopted the Enrichment Triad Model (Renzulli, 1977) as our curriculum base. Since this model lends itself to implementation by a broad base of the school community, principals, teachers and parents were all involved in the training and planning experiences. The entire first year of funding consisted of extensive inservice for forty-four teachers from grades K-12. These teachers piloted and evaluated the program designs and curriculum with target students in their classrooms.

The trained teachers, along with their administrators, became an "in-house" planning team for the gifted/talented program to be implemented in Year II. They worked for many months, with the guidance of the project director and visiting consultants, on identification, administrative design options, classroom management, and differentiated curriculum. An advisory board was formed to plan support systems for all programs. Several committees of teachers and parents worked with the project secretary and resource assistant to establish a mentor network, curriculum resource bank, and volunteer force.

During Year II, there will be programs based on the Enrichment Triad Model operating in a variety of formats in all grades in our four districts. Inservice will continue for the untrained teachers as well as the advanced group. A K-12 differentiated curriculum guide is being developed as well as mini-courses and community-based experiences for older students. The planning teams will continue to evaluate and improve each program with the project director's assistance. Permanent equipment for publishing student products as well as numerous curriculum materials have been purchased. All of these opportunities will continue long after the federal funding stops.

Most importantly, the establishment of the "in-house" planning teams and the local and regional advisory councils coordinated by members of the permanent staff insures that the individual educational programs for our gifted/talented students will survive long after the federal funding ends.

An Enrichment Program Model for Gifted Elementary Students

Author: Ellen Tarlow Weidner

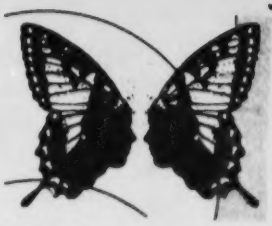
Address: MSAD 16, Hallowell-Farmingdale
Hallowell, Maine 04347

The program in MSAD 16 is based on in-service and and support for classroom teachers, student interests, and community resources. The program is in its second year of operation and encompasses grades K-6.

The philosophy of the model is to keep students in their classrooms as much as possible, with appropriate curriculum materials available for them. In addition, independent studies and projects are arranged. Small group instruction is also available through the use of community resources. Instruction may be offered to small groups with similar interests over a period of a school year (foreign language, school newspaper, biology, art, photography, advanced mathematics) or community resources may make brief presentations to the students for the purpose of exposure.

Teachers are informed about the available resources for students. Curriculum units and learning centers are developed with support from the enrichment coordinator.

The program is operated with local funds. Community members are strong supporters of the program and have provided resources and mentors for the students. Some students have attended courses at the university. Students also become school resources exchanging educational events.



University of Denver's
University for Youth
A Program for the Gifted
by
Elinor Katz

Mailing Address: University of Denver
School of Education - University for Youth
Denver, Co 80208
(303) 753-2982

For six weeks during the Summer, the University of Denver offers an innovative program for gifted and talented students from kindergarten to high school level. The University for Youth is intellectually oriented and focuses upon conceptual development through the processes of inquiry, creative and productive thinking, aesthetic expression and problem solving.

Faculty members from the University are primarily responsible for the development and implementation of the courses. Dr. Ken Seeley of the School of Education coordinates the program between the University of Denver and the school districts which refer students. Mrs. Elinor Katz, faculty member in Gifted and Talented Education, implements the program on campus.

The program is open to all gifted and talented students referred by their school districts who meet the specified requirements for admission. The enrollment of over 500 students in the summer program indicated a strong community need for this type of program.

Future plans include year round sessions of University for Youth as an after school activity. The Summer Program includes many new course offerings for one, two or three weeks in duration, a seminar for parents as a part of the parent education program, and a special set of courses for out-of-town alumni groups to encourage a summer vacation in Denver.

This unique program provides an excellent opportunity for gifted and talented students to explore and expand their talents and abilities in a university environment.

CROSS-GROUPED WORKSHOPS FOR GIFTED STUDENTS

Sandra Brown, Joan Miller, Diane Wright

1155 Seabrook, Topeka, Kansas 66604

Periodically throughout the school year we pull our gifted students together for Cross-Grouped Workshops. One of the purposes of involving gifted students in workshops is to foster cultural and economic awareness. Another advantage of cross-grouping is to provide for interaction with intellectual peers. A third aspect, which meets one of the goals of our program, is to create a live audience.

These workshops serve as a working laboratory providing opportunities for exposure to a wider range of topics and new interests. This also allows students to be able to adapt, use and/or apply gained information in a meaningful way; break information down into component parts and utilize reasoning to determine relationships. Then through synthesis the information is used to create an original product. Self and peer evaluation reveals if pre-determined student goals were met.

Community involvement has provided an invaluable source of pertinent information and professional resource people. These have included District personnel, volunteers (parents, students), professional people (Menninger's Biofeedback), and university professors.

Workshops have been held at various locations which offers an opportunity for the students to become more knowledgable of their community.

We are eager to share this concept and our experience with you. During our session we plan to offer topics we have used and the mechanics and organization necessary to develop Cross-Grouped Workshops.

Handouts will be provided as well as an opportunity to view examples of other necessary materials.

We will welcome the opportunity to answer questions.

GIFTED CHILDREN'S DEVELOPMENTAL AND SEX DIFFERENCES FOR PERCEIVING LIQUID HORIZONTALITY: IMPLICATIONS FOR INSTRUCTION

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Doctoral Studies in Education
Gonzaga University
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and

Lee A. Witters
Dept. of Special Education
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At what age does a learner develop the abstract concept of horizontal and vertical axes as a frame of reference for locating objects in space? Piaget asserts that the ability to utilize external frames of reference is critically important because "far from constituting the starting point of spatial awareness...(it) is in fact the culminating point of the entire psychological development of euclidian space" (Piaget & Inhelder, 1956, p. 417).

Piaget and Inhelder (1956) examined children's ability to use external frames of reference by seeing whether they understood the principle that the surface of still water is always horizontal. They demonstrated that this concept is only fully achieved somehwere in late childhood concurrent with the emergence of concrete operations (approximately age 12). Although Piaget did not discuss sex differences, other studies have noted females appear to have more problems than males in perceiving that liquid remains invariantly horizontal (Kelly & Kelly, 1978; Willemsen & Reynolds, 1973).

This research examined gifted children's ability to use external frames of reference through testing their perception of liquid horizontality. Primary S's (mean age 6 yrs. 11 mo.) could not do the task and no sex differences were observed. Junior high S's (mean age 12 yrs. 8 mo.) had mixed performances with sex differences. At the primary level, training affected only the S's ability to verbalize while at the junior high level it influenced both verbal and applied performance.

This research suggests that gifted children are similar to the normal population for developing external frames of references and that sex differences can occur without appropriate instructional attention. Furthermore, it should be emphasized that cross checks in evaluation need to balance verbal ability with functional ability, particularly for the younger gifted learners. As for subject matter, considerable attention needs to be given to placement appropriate to the developmental process. For example, many aspects of geography are taught in the elementary grades (e.g., map making, use of maps/globes, landscape model making, scale drawing -- ratio and proportion, use of two-dimensional pictures and three-dimensional displays in 1st - 4th grades). Spatial relationships and spatial reasoning are critical in the study of geography (Eliot, 1970). Scale drawing, involving understanding of ration and proportion in mathematics, is often introduced in the sixth or seventh grade (Copeland, 1979). In the upper elementary grades or junior high school, the study of geography should parallel the developmental stage when learners achieve understanding of perspective, an abstract, reference system,

(cont.)

the ability to approximate distance, and the ability to reduce to scale (ratio).

Structuring space in terms of vertical and horizontal axes is critical to mastering Euclidean geometry and geography. Prior to the age of seven a child has little or no understanding of horizontal or vertical axes as a frame of reference for spatial relationships. At approximately age seven a child begins using a reference system (e.g., the bottom of a bottle), but this discovery is not yet sufficient for building a frame of reference in space. Thus, learners at this level are not able to use an abstract reference system (horizontal and vertical axes) to correctly position objects relative to one another. This abstract reference system does not become operational until eleven or twelve years for most learners. Teachers often teach on the false assumption that the learner has a frame of reference. They need to do some pre-testing to determine the cognitive entry level (see Bloom, 1976) before giving tasks requiring external frames of reference. As soon as learners acquire this frame of reference, they can represent space.

In summary, the gifted students demonstrated developmental acquisition of the perception of liquid horizontality similar to other non-gifted normal populations. Similarly, the gifted showed significant sex differences in favor of the males at approximately age twelve. Also of interest is the fact that the gifted primary level students were able to verbalize the rule or principle of liquid horizontality after training, but were still unable to functionally demonstrate it when asked to draw the waterlines. The question that remains is what enabled the gifted males to acquire the cognitive structure(s) to perceive and understand the principle of liquid horizontality by age twelve, but did not do the same for the gifted females. Was it something that occurred between the ages seven and twelve, or does the cause of this sex difference begin earlier?

ENRICHMENT PROGRAMS FOR THE GIFTED, CREATIVE, AND TALENTED: ALTERNATIVE MODELS

PRESENTORS: George Betts, University of Northern Colorado
Greeley, Colorado
Barbara Fisher, Senatobia City Schools,
Senatobia, Mississippi
Penny Britton Kolloff, Tippecanoe School
Corporation, Lafayette, Indiana
Jeanette Parker, University of Southwestern
Louisiana, Lafayette, Louisiana
Ann Robinson, Purdue University,
West Lafayette, Indiana

This session will focus on five models for providing enrichment for gifted elementary and secondary students. The first hour will consist of three university based models for enrichment, ranging from Saturday morning mini-courses to summer residential programs. The second part of the presentation will focus on two school-based programs in which students meet with resource teachers for two hours or one full day each week. The presentations will be illustrated with slides and representative handouts. A question and answer period is planned for the final portion of the session. Each presentor is knowledgeable about the administrative concerns of his/her program, identification of students, curriculum and materials.

Mukwonago Area Schools Program for the Gifted
A Comprehensive Locally Funded Program and Its Guidance Component

In this its fifth year of developing differentiated educational experiences for gifted students, the guidance staff continues to provide valuable services at many levels. Beginning with pre kindergarten screening, school psychologists make referrals and do the necessary testing as members of building screening committees. Guidance counselors too, at both the elementary and secondary levels participate in case studies during the identification process. Meeting with program participants in group or individual situations continues as needed throughout the students years in the program.

The program is school based and teacher-owned using a cluster format in grades K-6 and mentors from the faculty at the junior high prepare special units shared in a weekly seminar program. Advanced placement courses are the distinguishing characteristic at the high school where guidance services are supplemented by involvement with the Guidance Institute for Talented Students from the University of Wisconsin.

Other aspects of the program include: a Junior Great Books Reading Program; a course for elementary students during summer school; special field trips; and participation in programs sponsored by Marquette University and other local colleges.

Contact: Bob Lewis, Coordinator
423 Division Street
Mukwonago, Wisconsin 53149

Activating Creative Tendencies
Drawing with Genesa Movements as "warm-up"

Catherine D. Bruch, Ed.D.
Dept. of Educational Psychology
University of Georgia
Athens, GA 30602

Participants will practice GENESA movements as "warm-up" for creative incubation/imagery. Brief experiences with creative drawing and writing will follow the movement practice in order that participants become involved in their own potentials for creative imagery.

Results of "warm-up" experiences in GENESA by college art students will be presented with regard to test results, art products, and feelings wile drawing. Current data indicate significant differences between control and GENESA art students on the Torrance Tests of Creative Thinking on four Creative Strengths: Articulateness in Telling a Story; Unusual Visual perspective; Extending Creative Boundaries; and Combinations of Circles.

Art products, rated by traditional analysis of basic elements of art (Line, Color, Form (shape), Value, and Composition, showed no differences between the GENESA group and the controls. Analysis through ratings on creative elements is in process.

A content analysis of open-ended responses to questions about "feelings while drawing" showed improvements in GENESA students over controls in the categories of: Concentration/Involvement; Activity/Energy; Calm/Comfort/Security; Ease/Freedom: Playful/Enjoyment; and Degree of Relaxation. Results in each area (tests, art products, and content analysis) will be discussed, with implications for the arts and "super-learning" for gifted persons.

National Association for Gifted Children
October 30, 1980

THE GREAT DEBATE: ROUND 3

John Feldhusen, Purdue University
Donald Treffinger, Creative Education Foundation
Joseph Renzulli, University of Connecticut

Address inquiries to Dr. John Feldhusen
Gifted Education Resource Institute
Purdue University, West Lafayette, IN

This is round three in a continuing debate which began in Houston when Renzulli and Feldhusen debated their theories and models. In 1979 the debate moved to Baltimore when Treffinger and Feldhusen exchanged words about their views of appropriate models for gifted education programs. Now it seemed appropriate to bring all three together for a no holds barred session in the great city of Minneapolis.

Each of the three participants will make a brief presentation, and then the arguement will begin in earnest. Later the audience will be invited to join in the free for all. Paramedics will stand by and by to aid the injured.

THE ENRICHMENT TRIAD MODEL FOR ELEMENTARY SCHOOL STUDENTS

E. Jean Gubbins

University of Connecticut
BER, U-4
Storrs, Conn. 06268

The Enrichment Triad Model developed by Joseph S. Renzulli, University of Connecticut, provides a philosophical, curricular and organizational approach to the education of gifted children.

The philosophy underlying the model is that gifted students require a myriad of educational opportunities which are not offered in their regular classrooms and which capitalize on their learning styles, interests and abilities. This tenet implies the development of curricula appropriate for the gifted.

The organizational aspect of the triad refers to the students' involvement in three types of enrichment:

Type I - General Exploratory Activities provoke an interest in an area by expanding students' knowledge through preliminary experiences with topics.

Type II - Group Training Activities consist of techniques for cognitive-affective processes and research skills. The cognitive processes enable the children to exercise convergent and divergent thinking as they pursue topics of interest through advanced research material relevant to an investigative problem.

Type III - Individual and Small Group Investigations of Real Problems is the major component of the model. It is characterized by having the students and teacher co-operatively identify a real problem and establish the methodological resources which will result in problem resolution. The problem should evolve from the students' interests and Type I and Type II activities. The inquiry which follows is distinctive in that it is not a recapitulation of known facts, experiments or studies. The students bring their giftedness and commitment to the experience and embark on an area which will contribute new information or a product.

RESOURCE UNITS FOR GIFTED AND TALENTED CHILDREN IN GRADES 1-6

PRESENTERS: Robert Goll, Assistant Superintendent,
Elmbrook Schools, Brookfield, Wisconsin
Ruth Jahnke, Coordinator, Elmbrook Schools,
Brookfield, Wisconsin
Betty Glennon, Purdue University,
West Lafayette, Indiana
Marilyn Cornwell, Teacher of Gifted,
Brookfield, Wisconsin
Mary Navin, Reading Specialist,
Brookfield, Wisconsin
Ruth Muller, Teacher of Gifted Pull-Out Program
Brookfield, Wisconsin
Maynard Sebranek, Classroom Teacher,
Brookfield, Wisconsin

The Elmbrook Schools Unit Development Committee was in charge of developing material for use in three different types of gifted programs. Teachers of Pull-out, Cluster, and Individualized Educational Programs needed units that could minimize teacher preparation time, yet maximize the qualitative difference in instruction for gifted children.

The Committee responded with fifteen units. Each challenging language arts unit has a multidisciplinary approach and is flexible in design.

The panel presentation will describe the basic structure of the units, the coding system used to identify cognitive and affective thinking skills, and the "hands-on" student materials which are included.

Units will be displayed and panel members will be available for questioning.

Building Bridges: The Passage From Potential To Demonstrated Ability

John Dixon
Talent Search and Development Project
1450 Whitney Ave.
Hamden, Ct. 06517

Presentation of ideas and techniques involved in the Talent Search and Development Project, a U.S. Office of Gifted Model Project in New Haven, Connecticut, by the Center for Theatre Techniques in Education. This is an arts based approach to developing talent. The "developmental identification" theory behind the project will be presented. All present will participate in theatre techniques which illustrate the methods of the program. A slide presentation will demonstrate the growth among program students.

COMMUNITY PLANNING FOR GIFTED PROGRAMS

Judy Huffty
Director of Curriculum and Staff Development
College Station I.S.D.
100 Anderson
College Station, Texas 77840

Public schools have reached a crisis in education. They no longer have the resources necessary to meet the diverse learning needs of today's gifted youth. A community alliance can provide the vehicle through which schools can meet and conquer this challenge.

In an information rich society, the emphasis must shift from educational planning that focuses on the traditional one adult to many students model to an interaction model that allows for planned involvement with youth and adults. Cooperative ventures with business, industry, and outside agencies can complement and supplement the school's programs by providing supportive programs, resources, expertise and guidance from the adult world, role models, and mentors for life-based experiences.

Programs for gifted and talented youth can and should accommodate this model from the planning stages through the implementation process and on to the evaluation phase. The benefits of cooperative community and school planning are long term and result in increased financial support for programs and allow for the maximum development of gifted students.

TOWN AND GOWN UNITE FOR K-12 GIFTED AND TALENTED PROGRAM

Marilyn T. Gaddis
Rebecca L. Sparks
Lillian A. Alexander
Guy W. Mixon

Department of Education
Southwest Texas State University
San Marcos, Texas 78666

During 1978, personnel of the Ennis Independent School District, near Dallas, acknowledged that their gifted/talented students required a different program than was presently being offered. Therefore, a commitment was made by district personnel to identify the gifted and talented and to devise a program to meet their needs.

A district-wide task force was appointed by the superintendent in 1979 to review existing programs and to develop an academically differentiated program for gifted and talented in grades K-5. By 1980-81, students were to be identified and the program implemented in the schools. A fully articulated program for K-12 gifted and talented in the academic, creative, kinesthetic, and psychosocial areas will be implemented during 1983-84.

A task force was also appointed to design an ongoing, comprehensive inservice program for teachers, administrators, parents, and other personnel involved in education of gifted and talented. An evaluation design to measure process and productivity in the areas of administration and student growth is being developed by another district task force.

Personnel involved in Southwest Texas State University's graduate specialization in gifted/talented education were asked to assist the district in their program development. A preschool inservice session was held and a year long graduate level course on Saturdays was developed around the district's needs. Participants learned several different teaching strategies, analyzed classroom management techniques, critiqued a variety of materials for gifted and talented, and summarized articles relevant to the program they were developing. A variety of products related to identification tools, a parent handbook, learning center activities, evaluation modes, and curriculum improvement were developed by the central office personnel, principals, classroom teachers, an aide and a parent enrolled in the course.

SIGN UP FOR SIGN LANGUAGE

Janice Morton
Resources for the Gifted
3421 North 44th Street
Phoenix, Az 85018

Sign Language has a natural fascination for children! Why not use it as a meaningful classroom tool! As the mother of a beautiful deaf daughter, I would share our very special way of communicating through Sign Language, with my second grade students every year. We first learned the Deaf Manual Alphabet and created all kinds of finger spelling games to compliment our spelling program. Then we transposed our favorite classroom seasonal songs into songs of sign! Through the years this idea received such a warm and welcome response from the students, parents and other teachers that I decided to pull it all together and create a program of sign that other students and teachers could enjoy. So I created SIGN UP! Sign Up can be used by any classroom teacher. No special skills in Sign Language are necessary. High interest and enthusiasm are maintained through the use of self-teaching games and mini-lessons to teach 96 basic vocabulary words in sign language. Students are fascinated with Little Ole Sign Man and his clever illustrations used to teach the signs. Students in gifted programs can utilize their critical thinking skills to plan and implement their own Sign Up Program in their school. They become the teachers and have to do a great deal of problem solving to maintain a school wide sign language program. The gifted students at Pueblo Elementary School in Scottsdale, Arizona dealt with these problems. Their program received national television coverage last year. Sign Language is a great innovative tool to introduce into your classroom and watch the development of abstract and visual thinking with gifted students!

CURRICULUM DEVELOPMENT AND TEACHING STRATEGIES FOR GIFTED STUDENTS

Starr Cline
Project Extra
Oceanside Schools
School #8
Fulton Avenue
Oceanside, New York 11572

There is a growing concern in our country today about whether or not we are developing our most valuable natural resource, the human brain. Various types of programs are being developed to accommodate the needs of the gifted child. Curriculum ideas and teaching strategies are being implemented as well. Curriculums and strategies that allow students to concentrate on thought processes which encourage originality and creativity and reach the affective as well as the cognitive domain, are most desirable when working with this very special population. Examples are:

1. Independent Study - Students can learn how to do research, take responsibility for their own learning, evaluate their own work in terms of their own abilities, spend more time on the upper levels of thinking as described in Bloom's Taxonomy, develop divergent thinking abilities, solve problems, use their creative abilities in designing creative products, etc.

2. Synectics - This is a problem solving strategy which forces thinking in new directions. Analogies are the basis for encouraging unusual connections in thinking.

3. Simulation - A simulation game is an activity in which participants interact within an artificially produced environment which recreates some aspect of social reality. Participants assume the roles of individuals or groups who exist in the particular social system being simulated. Their goals and those of the actors they represent are the same. Students may play or design original simulation games.

4. Boundary Breaking - Boundary breaking is a group activity with very specific ground rules. It is an activity which establishes a safe environment for students, promotes tolerance and understanding and provides the teacher with information as to students' interests, knowledge of subjects, values, and feelings.

Application of a Multi-Talent Approach to Identification of the Gifted

James L. Carroll and Douglas Friedrich
Department of Psychology
Sloan Hall
Central Michigan University
Mt. Pleasant, MI 48859

Approximately 6,700 children in grades four through 12 were evaluated on multiple measures of intelligence and achievement, creativity and creative performance (a total of 26 variables). The results indicated that substantially more students were found to possess gifted characteristics than are traditionally found with evaluation procedures that involve initial screening (i.e., by group test results or teacher nomination.) Pearson product moment correlations were computed. The correlations showed a great deal of independence among the variables, although three general factors (intelligence and achievement, creativity and creative performance) were found. The results suggest that distinct sub-groups of students, based upon the possible combinations of the three general factors, exist. Relatively infrequently a student was identified as being multiple talented (high on all three general factors). The study indicates that typical identification procedures, involving some kind of initial screening, fail to identify large numbers of students who would benifit from differentiated educational programming for the gifted. The legal, educational and research implications of these findings are discussed.

ABSTRACT

Session Title: Program Management

Presenter: Jim Curry, Coordinator
N/S-LTI-G/T
Los Angeles, California

Topics:

1. Coordinating efforts within the gifted/talented program with those in the regular classroom
2. Making managerial decisions and instructional decisions to provide an appropriate learning environment for gifted/talented students
3. Handling conflicts caused by resistence to the program

Options for developing or extending a plan for managing a program for the gifted/talented will be presented. Major emphasis will be on the managerial decisions which must be made in order to establish or maintain a defensible program. Special attention will be given to creating a managerial structure which will support the instructional elements of the program.

Audience: Individuals with responsibility for planning or administering a program for gifted/talented students: administrators, program coordinators, and consultants.

Entry Level: Some practical experience in gifted/talented education.

Expected Outcomes: Greater awareness regarding the interrelationship between managerial and instructional decisions; ideas for better managing a program.

Address: National/State Leadership Training Institute on the Gifted and the Talented
316 West Second Street, PH-C
Los Angeles, California 90012
(213) 489-7470

Coalitions to Advance Legislation

Barbara Aslakson and Joyce Lake, League of Women Voters of MN,
555 Wabasha, St. Paul, MN 55102

I. History in Minnesota

Diffusion of efforts
Coalition of 15,000
Advisory Committee Dinner
Invitation to join

II. How to recruit groups
How to form coalition
Funds
Workers
Mailing, printing, donations
Information to member groups

III. Formula for success

Governor's budget
Department of Education
Surveying legislators
Bill introduction
Lobbying:
- Candidates
- Legislative process
- Techniques that work
- Grass roots network
- Monitoring

SEARCHING AND LEARNING THROUGH INDEPENDENT STUDY

Janet Molinarolo
Harrisburg Community Unit
District #3
Harrisburg, Illinois 62946

Independent Study is an enrichment, multidisciplinary approach to teaching gifted upper elementary students. This program provides for the part-time grouping of students for one-half day per week. In initial sessions the teacher introduces research activities including library skills, techniques for using audio-visual materials and interviewing techniques. Students then negotiate contracts to pursue independent study projects and progressively assume greater amounts of responsiblity for their activities. Class activities often include field trips with final products including research papers, slide presentations, books, photographic collections, filmstrips and radio plays.

The Harrisburg Independent Study Program was selected by the state of Illinois as being an Illinois exemplary gifted program. The program description is included in the Handbook on Exemplary Gifted Programs, developed as part of Project Impact, a project to identify and replicate exemplary gifted programs in Illinois.

CREATIVE PROBLEM SOLVING
A CURRICULUM FOR GIFTED STUDENTS

Starr Cline
Project Extra
Oceanside Schools
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Oceanside, New York 11572

It has become evident in our society today that there is a great need in all walks of life to possess problem solving skills. Teaching children to identify and solve real problems is an important part of the education of the gifted child.

Teaching children problem solving methodologies in a special learning environment which promotes risk taking can provide the atmosphere necessary for problem solving. This can be accomplished by using:

1. The methodology outlined by Parnes, Noller and Biondi in Guide to Creative Action.

2. Synectics techniques.

3. Boundary breaking activities.

4. Challenges to stimulate thinking outside of the boundaries we usually establish.

Other teaching aids such as instructional television programs (Trade-Offs or Think About) can teach students to become sensitive to problems in our environment. Learning the Creative Problem Solving Process enables students to break down problems and provide innovative solutions.

Students in the 6th grade for the last three years in the Oceanside School System have:

1. Studied the school lunch program. Results of their work were subsequently used by HEW and fowarded to Syracuse and Colorado Universities.

2. Worked with town officials on solving the parking problems at our railroad station.

3. Worked with our Board of Trade on litter in our community. They are presently in the process of establishing a recycling center in Oceanside.

ART AND LOGIC FOR THE GIFTED

Norma Button, Ph.D., Ellin Grossman, Ed.D., Beverly Krieger, Ed.D., Marjorie McConnico, Paul Wagner, Ph.D

Clear Creek Independent School District
18101 Walnut, Webster, Texas 77598

The Clear Creek Independent School District and the University of Houston at Clear Lake City (suburban Houston area) are cooperating in their efforts to design philosophy, identification instruments and curriculum for gifted and talented students.
Session I will be a description of the Logic classes for the intellectually gifted students (4-6). Dr. Paul Wagner contends that the ability to produce creative works is intimately connected with the individual's ability to think systematically. He has designed the logic class so that the students have the opportunity to learn the mechanics of effective mental hygiene and will be able to discuss sophisticated issues with their parents and other adults. Materials developed by Dr. Wagner, along with materials developed at the Institute for the Advancement of Philosophy for Children and Academic Games will be discussed. A video-tape of Dr. Wagner and the CCISD's Logic class will be a highlight.
Session II will be a description of: (1) a matrix for identification of students with above average ability (upper 20th percentile), task commitment and creativity in art; (2) a two-part drawing test along with the results of the screening, testing and identification of the creatively talent art students within a population of 1300 third graders in CCISD for two consecutive years; (3) and the "pull out" art program designed by Ms. McConnico for the identified students, following the guidelines of the Renzulli Triad Model and Dr. Frank William's Creative Teaching Strategies.

Widening Educational Prospects for the Gifted Handicapped

Donald F. Sellin
Barbara A. Harris

3506 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49008

This paper describes proven tactics for individualized education of g/t pupils with handicaps. It outlines reasonable modifications of curriculum and educational practices which are helpful for both handicapped and non handicapped gifted pupils. Starting points for teachers to consider are suggested.

Specific content relates to tactics of matching definition, significant attributes and identification procedures. Attention is given to school district policies and classroom activities for individualization of instruction. A final consideration is the elimination of handicappism.

CHANGE FOR THE GIFTED: A FOUNDATION PRIMES THE GIFTED PUMP

Robert W. Bonine
Assistant Executive Director
Northwest Area Foundation

Address inquiries to:

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Northwest Clearinghouse for Gifted Education
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3602 Highcrest Road
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Paula Colon
Heartland Area Educational Agency
1932 S.W. Third
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How would you spend $2.5 million to improve gifted education? The Northwest Area Foundation, faced with this challenge, turned to people in the four largest metropolitan areas of its eight-state region for answers. They organized advisory committees of educators, business people and parents, put out requests for proposals to all kinds of education agencies, and have funded over 200 projects (most for less than $10,000) over the first three years. Projects cluster into several areas: curriculum, teacher in-service education, research, community involvement, and interagency cooperation. They range from mentorships to math for girls, from a science van to a community support group.

More important than the projects was the process of grantmaking and communicating. Soon, the foundation will withdraw its funds to go on to other areas of educational need. Will the projects die? Most signs say no--because of the use of regional education service agencies which provide information, evaluation, and technical assistance; because of the emphasis on developing networks of support among parents and educators; because of attempts to improve communication about gifted education in the region.

Several principles emerged from successful programs. Among them: 1) One person almost always makes a difference; 2) Gifted programs need institutional support to survive; 3) Gifted kids can be tremendous resources in communities; 4) Successful gifted projects can affect curriculum for an entire school; 5) An infusion of private money--just a little bit--into a gifted program can raise morale, money, expectations, and even legislative appropriations; 6) Programs with products--visible events, services, outcomes--are more likely to be picked up by the community. At the same time, there are pitfalls to avoid: 1) teacher burnout; 2) lack of long range plan; 3) unrealistic goals; 4) lack of constituency, documentation, proof that the program meets educational needs.

The Import of Studying Alternative Global Futures for Gifted/Talented Students

Charles E. Whaley
Ball State University
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Muncie, IN 47306

Formal public education is, on many counts, the only tool available to us to familiarize ourselves with the concepts involved in understanding the future from a global perspective. The importance of acknowledging perpetual change and acquiring the understanding and skills necessary to cope with the evolutionary nature of our planet's future is especially significant for our gifted and talented population. Although these students rarely go into the political limelight, they do have a great deal of impact on policy at all levels through advisement and consultation with political leaders.

The Center for Global Futures is an enrichment program for gifted and talented students at Burris Laboratory School, Ball State University, Muncie, Indiana. The overall goal of the Center is to facilitate activities which will familiarize the students, with higher order thinking skills, research skills, and last, but not least, concepts central to understanding the future from a global perspective. The curriculum of this program will be explained in addition to a slide-tape production of a possible future scenario.

A WORKSHOP IN ENHANCING CREATIVITY.

Dr. Jane Navarre
Monroe County Intermediate School District
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Monroe, MICH 48161

The workshop will be an attempt to meld theory with practice. Participants will do what the students do in writing workshops, and will produce creative works. (Smidgeons.)

Based on her article in THE GIFTED CHILD QUARTERLY (Winter 1979), the workshop will emphasize how the creative process takes place in hopes that participants will experience it, as well as intellectualize it: "Curriculum experts, both in the field of G/C/T, and in other fields of education, speak about encouraging divergent thinking, which they often equate with creativity. The way many teachers seem to encourage divergent thinking is often noisy, confusing, and group-oriented, using games, brainstorming, and other, similar strategies.

"Such "creative" activities do not go far enough. While they may be functional in encouraging the preparation for the creative process, they often omit other steps. For example, reverie is rarely encouraged in the classroom. . . . Yet, reverie is, by testimony of creative adults, one of the steps needed in the creative process. . . . Both artists and scientists have long said that during the process of creation something happens, some switch takes place in the consciousness of the creator. . . . Creative production happens in a safe atmosphere, although inspiration may happen anytime. . . . The teacher seeking to foster creativity should realize that there is a difference between inspiration and creative Production; that is, between the spark and the poem, painting, dance, song, mathematical formula. . . . Inspiration is also produced during brainstorming and other, similar 'creativity' exercises that are popular these days. Creative production involves an intimate knowledge of the craft of the art, and a mastery of the skills involved in the finished work. . . .

"Sometimes students who have been identified as gifted are the hardest to switch /from left-brain to right-brain/, especially as they get older. They are comfortable in the intellectual realm; they have achieved success and recognition there. Some of them don't even want to admit they have any unconscious thoughts, unless they'll get an "A" for it. . . . Perhaps teachers and parents of gifted children should pay some attention to allowing daydreams and reverie into the lives of children. Who ever heard a parent or teacher say, "Go and think for awhile. Go and daydream." Perhaps we should give some thought to creating conditions and situations conducive to incutation."

The presenter is a G/T educator and a published poet and fiction writer, Poet-in-the-Schools, recipient of individual artist grant from Ohio Arts Council, small press publisher and editor.

Guiding Elementary Students to Be Independent

Mrs. Karen Garvin
Area Education Agency 7
3712 Cedar Heights Drive
Cedar Falls, Iowa 50613

Many lists of characteristics of the gifted include the need for independence. Although gifted students may have the desire and ability to accept new responsibility for their learning, they often lack the necessary skills. An amazing number of them, at the upper elementary levels, are still writing reports by finding their topic in an encyclopedia and copying a few paragraphs. They think "narrowly" when considering resources to use in their study and products or outcomes.

During the past year an attempt has been made through demonstration teaching to develop skills for independence in gifted students. The students later applied these skills in their classroom situations. The following outline briefly explains the process introduced to the students.

I. Topic Selection: (List all ideas)
   A. Developing interesting topics
      1. Brainstorm: What would you like to learn about or learn to do? (No restrictions, money, time, age)
      2. Distribute Topic Cards, (The Big Book of Independent Study, S. Kaplan). Select areas of interest.
      3. Use topic selection forms.
      4. Choose a topic of interest.

   B. Webbing
      1. Brainstorm all topics related to your choice.
      2. Note the categories.
      3. Explain, then complete the "Web".
      4. Select area(s) of study.

II. Collecting Information
   A. Brainstorm sources of information.
   B. Discuss ways to collect information.
   C. Experience note taking, interviewing, surveying, etc.

III. Selecting Product or Study Outcome
   A. Brainstorm ways to share what was learned.
   B. Select appropriate ways to convey the collected information.
   C. Consider appropriate audiences for results of the study.
   D. Complete the process.

A student equiped with these tools for learning is prepared to conduct simple independent study. He/she must not, however, be expected to learn with little or no guidance. The teacher's role is of major importance in planning with the student, establishing goals, intervening, record keeping, and developing a process for evaluation.

PEAKS OF EXCELLENCE: Developing K-12 Curriculum for Gifted and Talented

Elaine V. Bartel, Ph.D.
1711 Southridge Road
New Ulm, MN 56073

Elizabeth Jones
35750 Harbor Court
Oconomowoc, WI 53066

Just as there are many ways to scale a mountain, so it is with learning. Although the common goal is excellence, the peaks of excellence are so individual and unique a matter for every student, that it would be futile to prescribe or even recommend a common path. Educators are then faced with the unique and formidable challenge to prepare curricular guidelines that provide a framework within which the gifted learner can pursue excellence in a planned and orderly way, but at the same time be encouraged to take divergent excursions into the unknown. Forty-three classroom teachers have responded to this challenge by preparing such a framework based upon the Spectrum of Learning, a theoretical model which encourages the learner to move beyond the acquisition of facts to uniqueness and synergism, while at the same time integrating the various disciplines in a meaningful way. Each activity prepared for Peaks of Excellence must subtly encourage the learner to achieve increasingly-higher levels of thinking. If one considers the fact that it is often the response to a suggested question or activity, rather than the question or activity itself, which indicates the level of thinking engaged in by the learner, it becomes apparent that curriculum prepared for the gifted and talented must be prepared as open-ended, flexible, springboard-like suggestions and recommendations, to best respond to the needs of this unique group of unalikes.

The philosophy of the authors is apparent in these curricular offerings; that is, that since our identification tools and skills are still in such an uncertain stage, it would seem appropriate to expend our energies in the direction of providing excellent curricular opportunities for all children, and within the regular school setting, rather than attempt to identify and subsequently isolate the gifted, when we know that the extremely gifted child often defies identification when standardized measures and/or procedures are employed.

Title: TEACHING HISTORICAL METHODOLOGY TO GIFTED FIRST GRADERS: AN ORAL HISTORY APPROACH

Level: Intermediate Level

Proposer: Nancy Hensel, Director
Early Childhood Education
University of Redlands
Redlands, CA 92373
(714) 793-2121

Abstract: This presentation describes a program designed to teach gifted first grade children the historical method. The children studied an important local event (the moving of a turn of the century estate) using an oral history approach. Children interviewed local citizens, businessmen and public officials involved in the project.

Exploring Alternatives for Training Educators of Gifted and Talented Students

Presentors: Emily D. Stewart
University of Arkansas at Little Rock

George Betts
University of Northern Colorado

Reva C. W. Jenkins
University of Kansas

Barbara Jones
West Virginia Department of Education

June Maker
University of New Mexico

Mailing Address: Emily D. Stewart
University of Arkansas at Little Rock
Department of Rehabilitation & Special Education
33rd and University Avenues
Little Rock, Arkansas 72204

Summary:

The past decade of growing legislative and financial commitment to gifted/talented child education has been reflected in a rising number of professional training opportunities. Weekend seminars, credit-bearing workshops and short summer courses have appeared in increasing abundance. As the long-term viability of the "gifted movement" becomes evident, higher education institution personnel have turned their attention to providing comprehensive training programs.

In nearly every state in the country, one might find at the very least basic courses in education of the gifted/talented. The number of graduate training programs has mushroomed. Several issues have emerged as crucial in developing, expanding or maintaining these programs.

Among these are concerns about personnel, selection and screening of teacher trainers, and differentiation of training.

The purpose of this presentation is to share alternatives and innovations in pre- and in-service training for educators of gifted children. A variety of current practices and delivery systems will be explored. Ideas will be shared by representatives of the university, state and area service centers.

IF THEY'RE SO GIFTED, WHY CAN'T THEY SPELL

Kathy Kolbe
3421 North 44th St.
Phoenix, AZ 85018

Presentation will include practical pointers on how to:

- Identify the often over-looked gifted student who is either LD or an underachiever.

- Help such students build on their intellectual strengths and avoid concentrating on the negatives.

- Determine placement in special education programs.

- Turn problem solving skills into basic learning tools.

- Develop criteria for evaluating effectiveness of regular classroom and special programs.

- Utilize creative techniques for motivating learning within the problem areas.

- Empathize with the affective behavior of such students.

- Interpret testing data and develop specific objectives.

- Understand and deal with the "scuba-diving syndrome" (This one will take some hands-on demonstration!)

These and other related areas will be analyzed from the point of view of someone who's been there. Identified both as gifted and having dyslexia, the speaker will offer personal anecdotes to describe the reality such individuals face in and beyond the classroom.

"Computer Illiterate Teachers and Computer Enthusiastic Gifted Kids"

Elizabeth P. Stoddard
43 Thorndyke Street
Springfield, Mass. 01118

This presentation will provide a myriad of successful ideas and exemplary resources for teachers of the gifted with little or no experience with computers. This is not a lesson in programming, but rather a presentation of good ideas, worthwhile materials, and helpful community resources. Topics to be covered in this session include tips on;what equipment to purchase, where to look for money, what software to buy, how to help kids find clubs to join, magazines to read, manuals to study, fellow programmers to contact, meaningful problems to solve, and new games to create. Many handouts outlining effective strategies and citing exact references will be given out during the session.

DISCIPLINE FIELDS AND INTERDISCIPLINARY CURRICULUM: A Critical Look at Content for the Gifted

Heidi Hayes Teachers College, Columbia University
Advisory Planning Team for the Gifted and Talented
New York City, New York 10027

Though the current emphasis on higher order process skills is of primary importance for the gifted learner, it has limited value if appropriate content is not considered. Critical thinking skills applied to trivial content is of questionable worth. There is a need for substantive content in curriculum design for the gifted.

An elemental curricular issue is the choice between a discipline field or interdisciplinary content base. Historically educational institutions in the United States have been dominated by discipline field delineations with sporadic attempts at interdisciplinary curriculum design. The issue has been deemed an either/or proposition. Rather than viewing discipline fields and interdisciplinarity in polarity, the position held here is that both are necessary in a comprehensive curriculum. This seems especially true given the rate that knowledge is proliferating both in range and specificity. And given the capacity of the gifted student to assimilate and accomodate concepts, a comprehensive curriculum becomes essential.

A practical method for implementing both discipline field and interdisciplinary approaches is presented. It is developed through an examination of the following:

(1) The methodology used by discipline field specialists to solve problems.
(2) The terminology and linguistic patterns used by members of a discipline field community to convey ideas.
(3) A variety of perspectives on definition of the disciplines that goes beyond the traditional "subjects" view.
(4) The interdisciplinary connections between fields as revealed in topical studies.
(5) Life situations in which methods from a range of disciplines are applicable.

Classroom experiences devised by both students and teacher comprised of independent study, formal dialogue, group activity, and lecture facillitate this examination. The coupling of discipline fields and interdisciplinarity seems to be a useful and natural link to the higher order process skills advocated in gifted education.

UTILIZING COMMUNITY RESOURCES FOR GIFTED ELEMENTARY STUDENTS

Karen B. Rogers, Project Omnibus Director
14004 White Rock Road
Burnsville, Minnesota 55337

Over the past three years the Junior League of Minneapolis has developed and funded an outstandingly successful enrichment program for gifted elementary students in the St. Paul-Minneapolis metropolitan area. Project Omnibus has provided training in the last year alone to over 1,500 community volunteer tutors, who, in turn, taught humanities and science curriculum units to an estimated 5,400 students in Minnesota schools.

Project Omnibus goals are to: a) provide in-depth content in subjects not regularly encountered in the classroom; b) encourage and develop logical thinking, problem-solving skills, and creative production; and, c) allow interaction for students of similar abilities and interests. Students meet in small groups for a two-hour period per week within their home school to work with a team of two volunteer mentors studying one of twenty-four curriculum subjects.

The twenty-four curriculum units, ranging from Ancient Civilizations to Artists & Imagination to Dissection, have been written by the Project Director and are based on Frank Williams' Curriculum Model, each lasting five to six weeks. The volunteers, recruited from within each school community, lead only those units in which their own expertise lies. Each volunteer is required to undergo twelve hours of intensive training in the field of gifted and creative educational theory before beginning work with the students.

Community support is presently also being offered in ways other than manpower alone, as such local organizations as the Science Museum of Minnesota, the Minnesota State Bar Association, the Federal Reserve System, the Minnesota Zoological Gardens, the Walker Art Center, the Minneapolis Institute of Arts, and the Children's Theater make contributions in orienting Omnibus volunteers and/or providing extension experiences to the Omnibus students.

Project Omnibus is expanding throughout the state of Minnesota during the 1980-'81 school year. A $10,375 grant was provided by the Northwest Area Foundation to create a curriculum and training package that could make the program accessible to outstate and out-of-state schools, at the same time retaining quality control. Regional centers are currently being established to administer the program and provide training for community volunteers from schools outside the metropolitan area who have purchased this package at cost. The curriculum and training package will be available to every Junior League organization throughout the country by September, 1981.

Evaluations of the program have shown it to be a highly flexible, low-cost program option, which can easily fit into the total gifted program of almost any school district. It has been highly supported by school administration and staff in each of the participating schools, as well as by the parents and students themselves. Best of all, the students are challenged and motivated, and seem to enjoy the program.

IEPS AND DUE PROCESS FOR GIFTED STUDENTS

Theodore H. Davis and Jean Farr
236 Green Street
Doylestown, PA 18901

Due Process rights were extended to gifted students in Pennsylvania as early as 1976. Since that time, some litigation on behalf of gifted students and numerous educational hearings have ensued, particularly in three areas:

.... parents' rights
.... children's rights
.... appropriateness of child's program

Pennsylvania State Standards for Special Education currently mandate that school districts make certain assurances in their annual special education plans regarding gifted programs. Among those assurances are provisions that an appropriate program be based on specific assessment techniques and that evaluation and placement decisions be carefully rendered by a team of educators and administrators.

With the advent of Due Process for Pennsylvania's gifted population came strict regulations concerning Individualized Education Programs (IEP). Before entering a gifted program, the student's parent, present teacher, and an administrative representative must meet at an IEP conference to jointly develop a program plan. This plan consists of annual goals and instructional objectives based on the needs uncovered during the evaluation of the student. IEP objectives for the gifted should address the following cognitive and affective areas:

- Academic Achievement
- Creativity
- Research Skills
- Leadership
- Basic Skill Mastery
- Self-Awareness and Interpersonal Relationships
- Abstract Thinking Processes
- Career and Vocational Interests

The well-designed gifted program is the one in which each individual student's IEP is carefully monitered and continually updated through the use of informal task analysis. The teacher can, with the use of curricular checklists, rate the student's performance on enrichment activities and accelerated work and then redesign the program to remediate the student's weaknesses and enrich his strengths. Provision of adequate independent study time in the program will help ensure this restructured program is effectively implemented.

Participants in this conference session are to receive written materials and training packets on Due Process, writing appropriate objectives for gifted students, gathering meaningful diagnostic data, and devising task analysis in the area of higher level thinking processes.

The Advanced Placement Program for Gifted High School Students

Harlan P. Hanson
College Board
888 Seventh Avenue
New York, NY 10019

The College Board's Advanced Placement Program provides a way for school and college educators to develop and share common definitions and assessments of first-year college courses so that schools can offer advanced studies to able, interested students with reasonable assurance of their appropriate placement and credit at college. Last May over 120,000 students from some 4,900 schools were served by one or more of the Program's 24 examinations. The paper will discuss, in some detail, the Program's rationale, processes, and results.

ALTERNATIVE DESIGNS FOR EDUCATING GIFTED STUDENTS

Dr. Fleanor G. Hall	- Introduction to the topic and introduction of speakers.
Mrs. Zela Arnett Guthrie, Oklahoma	- Self contained all day elementary classes.
Dr. Phyllis Mindell Nazareth College Pittsford, New York	- A consultant approach in which classroom teacher provides differentiated basic education for the gifted, with the support of the consultant. The potential, logistics, advantages and disadvantages will be explored.
Dr. Sylvia Ruscett & Ms. Sue Drummond Ottawa Area Education Services, Michigan	- A discussion of the use of Talents Unlimited with gifted children, activities for the gifted, and evaluation of the gifted component.
Dr. Eleanor G. Hall University of Wisconsin-Green Bay	- High School Acceleration with University-School Cooperation.

Dr. Eleanor G. Hall
University of Wisconsin-Green Bay
School Services Bureau, LLC 207
Green Bay, Wisconsin 54302

I'm Gifted More Than 2½ Hours A Week

Barbara E. Burke
Curriculum Liaison
North Penn School District
Lansdale, Penna. 19446

William D. Westcott
Superintendent
Perkiomen Valley School District
Schwenksville, Penna. 19473

Following the official mandation of gifted education in Pennsylvania, the school district in which the presenters were employed committed itself to providing a quality program for gifted youngsters. The community and the district staff both became actively involved in the development of the program as it was to be implemented. The result was a combination of self-contained and resource room programs in various schools at the elementary level.

The presenters felt the need to develop a framework for administration and teaching staff to use in designing, developing and further implementing a program for gifted and talented youngsters. It was felt that the framework should be credible and easily justified, as well as flexible enough to meet the needs of a variety of school situations and a wide spectrum of students' strengths and needs.

The design, as developed, presents a seven strand framework. The framework components can be developed independently or in any combination desired. It should be noted that a focus on identifying talent as well as academic gifts has been incorporated. This component of the program is a result of a federally funded Title IV-C project focusing on arts for the gifted.

The presenters will share the seven strand design, administrative considerations for adoption and implementation, suggestions of a state plan for incorporating talent into programs, strategies for implementation and actual experiences supporting the success of this design. The handouts that will be available will focus on the design framework, justification of the design and some actual materials used in implementation.

THE PRESIDENT'S REPORT

Juliana Gensley, Pres.

September 1,1979-September 1,1981

The year since John Gowan retired from his position as Executive Director of NAGC has been one of learning for all of us. It has also been one of innovations. So many details which John solved unobtrusively have required hours of painstaking labor for us all, and we have "learned by doing." The heroic donation of time and talent John gave us is truly appreciated.

This president has taken upon herself two special president's projects. The Proceedings issued last year were the first that NAGC had ever attempted to publish. From that issue, there was nowhere to go but up, and the 1980 Proceedings show considerable improvement. If NAGC decides to continue printing annual Proceedings, and I hope this will be the decision, I'm sure each one will be better.

The second president's project was sending the message from the president as a special letter to each member, instead of including it as a feature in the Gifted Child Quarterly. The response has been very favorable. Included in the last letter was an opinion poll on several items which encouraged members to express their ideas directly. The final tabulation on this poll will be made on the twentieth of October, after the Proceedings go to press. At the time this report is being written, most members favored continuing the policy of respecting the privacy of our membership by not selling our lists to advertisers. There was consensus that additional communication was desireable. An overwhelming number of members felt that current information from Washington, D.C. was important. On the strength of this, we have made arrangements to have Hal Lyons' office provide us with news updates.

In the opinion poll, the name "Essence" was suggested for the additional communication. A member has pointed out that a magazine called "Essence" is already being published. Suggestions for names are welcome. For the next year, either the President's Letter continues, or, if the Board approves, a new communication on a regular basis, to supplement the scholarly Gifted Child Quarterly, will begin. Either way, the budget will cover it as a president's project from the president's funds.

Our Program Chairman and First Vice President, John Feldhusen has done a fine job and has provided us with an outstanding program. In a new format, Don Treffinger, our editor, is getting the Gifted Child Quarterly in shape. Sally Sowell, as usual, is keeping us in fine financial condition. Our new executive director, Joyce Juntune, is a joy to work with, and has represented NAGC effectively from coast to coast.

Creative Thinking and Moral Reasoning of Academically Gifted Adolescents

Conchita Tan-Willman
Faculty of Education
University of Toronto
Toronto, Canada

Don Gutteridge
University of Toronto Schools
University of Toronto
Toronto, Canada

The purpose of this study is to assess the creative thinking of academically gifted male and female adolescents and to determine relationship between their creative thinking and moral reasoning.

The subjects consisted of academically gifted adolescents at the University of Toronto Schools in which students are admitted through competitive examinations. The students complete a seven-year program in a six-year accelerated program. Of the 115 subjects 51 were enrolled in Year III, 27 of whom were females (mean age 16.5) and 24 of whom were males (mean age of 16.9), while 24 were enrolled in Year IV (the last year of the program) of whom 28 were females (mean age of 17.5), and 36 were males (mean age 17.9).

The Torrance Tests of Creativity, Thinking Creatively with Words, Form A (1966) was administered as a test of creative thinking, while Rest's Defining Issues Test (1974) was administered as a measure of moral reasoning.

Overall findings reflect the highly developed creative thinking of the subjects. However, though they scored better than average adolescents in the population in moral reasoning, they still function predominantly on the conventional level of moral judgment just like the average adolescents. Females, as a whole, tend to perform more favorably than the males in Year III and IV in both moral reasoning and creative thinking, though only the t-test in moral reasoning reached the .01 level of significance in Year III, and only the t-test in creative thinking (except for the originality subtest) reached the .01 significance level in Year IV. The relationship between creative thinking and moral reasoning in this particular study did not support previous findings and assumptions. Indications suggest a more complex relationship between the two variables.

PROGRAMMING FOR THE GIFTED HIGH SCHOOL STUDENT: SUMMER CAMPS AND SATURDAY SEMINARS IN THE UNIVERSITY ENVIRONMENT

Dr. Joyce E. Kyle Miller
Department of Secondary and Higher Education
East Texas State University
Commerce, Texas 75428

The High School Academic Enrichment Program (HSAEP) is a vehicle through which educational enrichment experiences are provided for academically talented secondary school students. The Program began as a half day Saturday experience which has grown to include a summer camp with Saturday Seminars held throughout the year. The overall program is characterized by a series of experiences, workshops, and seminars which are facilitated by faculty from East Texas State University (ETSU) - Commerce, Texas. The experiences are designed for gifted and high achieving tenth and eleventh grade students, teachers, and parents of gifted and high achieving students.

The Summer Camp: Students have opportunities to work closely with college professors in scholarly pursuit of topics, concepts, and ideas which usually are not included in the curriculum of the secondary school. During the Camp, students devote a minimum of 20 hours to the study of at least two different subjects. The Camp consists of a unique combination of academic and fun-filled leisure-learning expereinces. Students partake of a variety of college-life experiences: living in the college dormitories, eating in the cafeteria, studying and doing research in the library, and relaxing in the recreation center.

The Saturday Seminars: consist of small group, miniworkshops which are conducted by faculty members at ETSU. Students have an opportunity to participate in two (2) different sessions involving the exploration of a variety of topics.

The culminating experience for the Camp and the Seminars is a luncheon for the students, their parents, and the HSAEP faculty.

The program is provided at no cost to the students and parents. Grants from institutional funds and The Meadows Foundation - Dallas have been the chief source of support for the program.

Evaluations indicate that the program is a worthwhile experience for students, teachers, and parents. Viable and legitimate enrichment experiences have been provided for not only students in the Dallas-Metroplex area but for students who live in the numerous small towns of the northeast Texas area. In addition, the program has led to the development of a successful gifted education model which can be replicated by other colleges and universities.

COOL IT: COMPUTE, CREATE, CULTIVATE & CLIMB with Your Gifted Child

Janet Riesen
Fair Plain West School
1901 Fairplain Avenue
Benton Harbor, Michigan 49022

As a parent of a gifted child and as a teacher of gifted children for almost 27 years, I feel my dual role entitles me to help encourage, motivate, and provide enriching experiences for parents and teachers of all cultures because creativity is universal.

My session will be composed of parents and teachers, hopefully participating in some of the activities planned. My goal is to enact the major features included in the S.O.A.R. program for the gifted and talented now in its sixth year in the Benton Harbor Area schools.

S.O.A.R. definition:

The S.O.A.R. program (Special Opportunities for Academic Realization)

is an educational experience incorporating the Memphis CLUE format. The model components include group dynamics, discussion skills, creative thinking, persuasion skills, logical thinking, values clarification, independent projects, and mini-courses. Each of the components incorporates many of the skills associated with reading, listening, writing, and speaking.

The workshop will include a lot of visuals created by students, with humorous and tragic happenings from personal and school experiences that are appropriate to nurturing our understanding of the gifted.

Home Address
7096 Johnson Road
Coloma, Michigan 49038
Phone: 616-468-3525

Symposium
Topic: A MODEL FOR DEVELOPING A CADRE OF CONSULTANTS IN GIFTED EDUCATION

Convener:	Steven Schuman	Specialist for Research & Evaluation Vancouver (Washington) Public Schools
Presenters:	Jack Mosier	Project Director State Consultant for Gifted Programs Sacramento, California
	Bob Siewert	State Specialist for Gifted Programs Salem, Oregon
	Mary Henri Fisher	State Director of Gifted Programs Olympia, Washington
	Carleen O'Connell	Consultant, Northwest Regional Educational Laboratory Portland, Oregon

"OK, gifted programs are important and we need help! But where are the consultants when we need them?"

Responding to this district-level plea, the state offices of Gifted Education in California, Oregon, and Washington organized themselves into a cooperative effort to compile materials to develop and support a multiple state delivery system in gifted education consultation.

Participants will learn:

(1) how the existence of major gaps in consultant training has hindered the development of lasting gifted programs,
(2) how to organize and fund a cadre of gifted consultants, and
(3) how to fill the gaps with training procedures and materials that will support the work of a multiple state cadre.

Participants will also receive a comprehensive model for the delivery of gifted education and sample activities from a gifted consultant manual, both of which are being field tested during 1980-81.

Inquiries about the multiple state cadre concept and its materials should be directed to the state directors of Gifted Education noted above or to the Northwest Regional Educational Laboratory.

Title IV-C Program for Gifted and Talented Students in Mathematics and Science, K-6

Theresa Frazier and Catherine Petrosky
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

This is the third and final year for this Title IV-C project. During the developmental stages, an intensive research was conducted. Our main areas of concentration was identification and curriculum activities for gifted and talented students.

The selection process occurs in two steps, Nomination and Identification. The processes include a multiplicity of criteria such as:

- nomination by parent, teacher, peer/self
- achievement in mathematics
- tests of creativity
- science processing skills
- IQ

Following the identification of students, classes are scheduled. The students are involved in mathematics and science activities which serve as enrichment and extensions of the regular school curriculum.

These activities have been developed during the project life and were written to incorporate the skills that are important to the education of gifted and talented students.

The presentation will include a description of the selection process, as well as some teaching strategies and curriculum activities that could be used in classes of gifted and talented students.

BRIDGING THE GAP: INTEGRATING THE TOTAL LEARNING EXPERIENCE OF THE GIFTED STUDENT

Marjory Ward, Session Leader
Coordinator, Gifted Program

Participants: Gifted Program Teachers--Roberta Ferrell
Gayle Powers

Classroom Teacher--Patricia Bouknight

Parent---Delores Gulledge

Administrators--W. C. Hawkins, Supt.
Wm. T. Brown, Asst. Supt.

Address: Lexington County School District Five
P. O. Box 938
Ballentine, S. C. 29002

Lexington County (S. C.) School District Five is developing a model in gifted education that integrates the total learning experience of the gifted student (preschool through twelfth grade). The model emphasizes strategies for correlating learning in the home environment, the regular classroom, and the gifted program.

Included are ideas that involve the entire educational system: teacher in-service, drop-in centers (writing and music), gifted students as learning models for younger gifted, classroom teacher involvement in gifted programming, summer workshop opportunities for students and teachers, and other strategies.

A flexible structure of program service includes full-day students and part-time students, depending on the level of ability identified and the type of need represented.

A slide-tape presentation will depict major factors in "bridging the gap for the gifted" in the district model. Brochures and handouts will expand on ideas introduced in the session.

Session participants represent all facets of this model: gifted program teachers, classroom teachers, parents, and administrators.

THE USE AND CONCOMITANTS OF EDUCATIONAL ACCELERATION: THE INITIAL COHORT OF SMPY'S FIRST FOLLOW-UP STUDIES

Sanford J. Cohn, Ph.D
Department of Special Education
Arizona State University
Tempe, Arizona 85281

The overall design of the Study of Mathematically Precocious Youth (SMPY) provides for six cohorts of youths who participated in SMPY's mathematics talent searches to be studied subsequent to their passage along three successive educational milestones: graduation from highschool; graduation from a college or a university; and graduation from professional school or doctoral-level graduate studies. This presentation focuses on a detailed description of the Initial Cohort of SMPY's First Follow-up Studies, timed to reach its participants in December following the year they would have graduated from highschool had they taken advantage of none of SMPY's accelerative educational alternatives. The participants comprising this initial cohort are described in terms of their cognitive abilities, their course-taking behaviors, their participation in activities and contests, and their use (and its concomitants) of educationally accelerative options developed and studied by SMPY.

Far from having been singularly able in mathematical reasoning ability, these youths also demonstrated extraordinarily high ability in verbal dimensions as well. Identified while they were in the seventh and eighth grades, these youths remained at the top of their age group throughout their highschool years. Moreover, they evidenced extraordinary motivation with regard to mathematics and science coursework. A strikingly high percentage of students from this initial cohort took Advanced Placement examinations to earn college credits before they entered college full-time. Recognition came to many of these participants in the form of numerous awards. About a fifth of them took part in science fairs and mathematics contests. Far from being introverted and isolated, the boys and girls of the initial cohort participated in large numbers of school-related and outside-of-school activities.

A striking sex difference showed up concerning the degree to which youths took advantage of SMPY's educationally accelerative options. Boys consistently employed more accelerative techniques than did the girls. The abler they were at the time of the talent search, the more they tended to employ these alternatives. This relationship did not hold for the girls. On the whole, boys seemed to be developing excellently both in terms of their academics and their social and affective skills. Girls, on the other hand, appeared to be more focused on their social milieu and to have sacrificed academic stimulation for a satisfying age-peer group (for whatever reasons, including the expressed negative attitudes of their parents, teachers, counselors, and friends toward intellectual development).

TITLE: SPECIFIC ADJUSTMENT PROBLEMS OF THE GIFTED ADOLESCENT

Author's name: James Delisle, Instructor
Bureau of Educational Research
Box U-4
University of Connecticut
Storrs, CT 06268

Summary: Bright children often share common problems in peer relationships, vocational choice, and coping with a lack-luster school environment. The foci of this presentation are the precise definitions of these problem areas, and suggestions for coping with them within the school curriculum.

The theoretical rationale for this topic includes work by various teachers and other researchers who have noted the specific adjustment problems sometimes faced by bright adolescents.

The presentation is supplemented with a number of teacher and student references which have been found useful for targeting in on these specific areas.

KOHLBERG, PIAGET AND THE MORAL DEVELOPMENT OF GIFTED ELEMENTARY STUDENTS

Jamie C. Smith, Ed.D.
Department of Elementary Education
Appalachian State University
Boone, NC 28608

Kohlberg and Piaget provide similar systems for comprehending moral development, with Piaget also structuring the emersion of notions of justice. Research, using Kohlberg's or Piaget's model for reference, has demonstrated that there is no clear and consistent relationship between intelligence and moral development or perceptions of justice. Specifically, it appears that impersonal concerns such as objective responsibility and the meaning of rules show a distinct positive relationship while personal concerns for punishment through immanent justice or as solutions to transgressions are only related to age. Affective considerations are, then, mediating moral judgments and, the more intelligent the child, the more discrepancy there will be between cognitive and affective functioning.

The discrepancies are most likely to take the form of the ability to understand a moral question at a distance, such as when it involves individuals not intimately associated with the child, and to deal with it on a mature moral level while at the same time resolving the same moral question applied personally on an immature moral level. Likewise, the child may well understand the moral question in an objective, cognitive manner, but not be able to relate to it affectively. In either case, the distance between affective and cognitive development impedes consistency in the child's moral development and perceptions of justice.

When planning for moral development, then, it is necessary to plan first for affective experiences upon which children can base their moral judgments. Role playing can expand affective awareness while moral decision-making in real life situations should help reconcile to some degree the affective discrepancy as it appears in moral judgments. Too, values clarification activities will help children focus on their attitudes and feelings while simultaneously helping them become aware of interpersonal differences. Probably more important than any teaching technique, however, is the maintenance of a teaching style which takes into account affective dimensions of any learning experience and builds on them continually.

"The Use Of Para-Educators To Enhance Gifted Education"

Madon Hawk
Bailey Hall, University of Kansas, Lawrence, Ks. 66045

The presentation will deal with a model which utilizes community resource people to supplement existing programming for the gifted. Through training these volunteers, a school district would be able add valuable technicians who can deal with gifted students on specific tasks, provide more individual attention and assistance, and mentorships. These persons will work alongside the gifted educator and the classroom teacher to provide a cost efficient service that would enhance any program model. The concept seems especially appropriate for rural areas and financially pinched districts, those places where the teacher/student ratio is high and it is not feasible to add more gifted educators to the existing faculty.

TITLE OF SESSION: Enrichment Studies: A House Plan Model for Junior High Gifted

The presentation will focus on an effective staffing and management model designed to insure delivery of services to identified gifted students. The House Plan, a modified team approach, will be explained. The House Plan modification will then be presented. This modification allows teachers from four major disciplines (Science, Social Science, Math and English) to combine skills and expertise in planning and instructing academically gifted students. The model insures balance to all academic areas and encourages special individual planning according to student strength and interest.

Scheduling and total school integration will be discussed. The session will provide information useful in scheduling and arranging instructional time. Administrative management will also be addressed. Advantages and disadvantages of this schedule arrangement will be considered.

The combined management, organization, and scheduling techniques will demonstrate a sound model for delivery of service consistent with the theories of gifted education.

Curriculum content and focus will be presented. Consistent with the District philosophy and compatible with the elementary level gifted education program, curriculum plans have been designed. Because the program is language arts based with a multi-disciplinary compliment, the curriculum model includes a wide variety of communication skills. Specific examples of critical and creative thinking ideas will be given. Ideas for incorporating literature and vocabulary development will be shared.

Logic and creative problem solving will also be identified in the core enrichment curriculum.

A major element of the program is self-directed learning. Some time will be spent discussing the self-directed learning model used to develop multi-disciplinary theme units to be used for independent instruction. The use of student contracts will also be explored. All curriculum design and inclusion will be related to current accepted theories of gifted education instruction including those of Bloom, Renzulli, Treffinjer and others.

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White Oak Junior High School
3130 Jessup Road
Cincinnati, Ohio 45239
Phone: 741-4300

EVALUATION RESULTS——→STAFF DEVELOPMENT——→PROGRAM IMPROVEMENT

Dr. Richard Wiederholt
Assistant Professor of Education
University of Houston at Clear Lake City
2700 Bay Area Blvd.
Houston, Texas 77058

Based on input from gifted program administrators, teachers, parents and students from twenty-one school districts in six states, a variety of program strengths and weaknesses have been identified. Several characteristics were listed as strengths in some programs and weaknesses in others. Among these are the following: effectiveness of program teachers, staff development programs, quality of instructional materials, student identification process, curriculum, and parent and community involvement.

In order to improve program, a staff development program is recommended which emphasizes the following topics: student identification process, parent and community involvement, curriculum development, program awareness, and program evaluation.

As a result of identified program strengths and weaknesses, I offer the following suggestions:

FOR ADMINISTRATORS

- Make a commitment to the program
- Work within your organization
- Give feedback to G/T teachers
- Be knowledgeable about the program
- Don't involve G/T teachers in conflict between you and central office
- Do what you can to provide instructional materials and space in building
- Develop a policy regarding student make-up work
- Help keep class size to a minimum

FOR PROGRAM TEACHERS

- Be a communicator (listen, talk, give feedback)
  —with regular classroom teachers, with students, with parents, with administrators
- Make a commitment to the program
- Don't put students in the middle of conflicts between you and classroom teachers
- Be realistic with curriculum implementation
- Use curriculum models as guides—<u>adapt</u> rather than <u>adopt</u>

THE REVOLVING DOOR IDENTIFICATION MODEL IN ACTION, K - 12

Sally M. Reis
Bureau of Educational Research
Box U-4
School of Education
The University of Connecticut
Storrs, Connecticut 06268

This presentation will outline the initial findings of a research project conducted to assess the results of a newly designed method of identifying gifted and talented students. The method, entitled the Revolving Door Identification Model, is based on Joseph S. Renzulli's three ring conception of giftedness.

Procedures for establishing a talent pool of above average students and the many services which are provided to that group will be thoroughly explained. In addition, the process of "revolving into" a more complex level of productive work will be described.

The system, which was field tested in an elementary school in Torrington, Connecticut, will be outlined, as will the strategies which were developed to implement the model for use in junior high and high school settings.

TEACHER CENTER PROGRAMS FOR THE GIFTED

Marie Harris
District of Columbia Teacher Center

Miriam Smith
New York City Teacher Centers Consortium

Flora Rogge
Osseo Teacher Center

Pat Weiler
AFT Teacher Center Resource Exchange

Teacher Center leaders will share successful strategies for helping classroom teachers design "differentiated" programs for gifted and talented students. Discussion will focus on seminars that assist teachers in streamlining and developing experiences that consider learning styles and student interests. Each teacher will describe planning strategies as well as seminar format.

Participants will participate in the discussion and share materials prepared by the teacher centers.

Address inquires to:

Teacher Center Resource Exchange
AFT
11 Dupont Circle
Washington, D C 20036
202 797 4461

GUIDING THE PARENTS OF PROBLEM ACHIEVERS

Gail Lewis
Department of Educational Psychology
University of Georgia
Athens, Georgia 30606

Problems attendant to parenting underachievers and overstrivers can be overwhelming. Counselors are seldom trained to deal with such children or to advise adults as to their guidance. This session will describe methods useful for guiding parents to an understanding of the child whose academic problems are neurotically based.

Misdiagnosis of achievement problems leads to inappropriate and sometimes damaging treatment. Where there is no discernible physical problem and no evidence of learning disability, the underachiever is commonly labeled "lazy" or "unmotivated." Such labels inevitably make the child's problem worse.

Problems in achievement may take more than one form. The child may be inadequately challenged, may be an overstriver, or may fail to live up to academic or creative promise. There is no single cause and a variety of behaviors may be manifested.

Research tells us little about what works with problem achievers. Parents and teachers tend to be frustrated and confused when attempting to deal with these behaviors. Researchers have discovered that some methods yield small positive gains, but other treatments are worse than none at all. In virtually every instance, the most effective treatments have involved parents.

This session will describe various types of problem achievement and delineate the causes of each type. Research results will be outlined. Various treatments will be discussed. Finally, suggestions will be made for new types of treatment with an emphasis placed on talking with parents of problem achievers and ways of involving them in the treatment process.

SURVIVAL SKILLS FOR THE DISADVANTAGED GIFTED STUDENT

Frances P. Robinson
9107 Friar Road
Oxon Hill, Maryland 20022

and

V. Susie Oliphant
910 Luray Avenue
Hyattsville, Maryland

During the past few years, school systems have begun to use survival or life related materials which prepare a child for the everyday world once he leaves the classroom.

In gifted education many studies have been concerned with the identification and curriculum needs of the gifted minority or the gifted disadvantaged student. Little, however, has been forthcoming on the need for survival skills for a gifted child who may come from an economically disadvantaged background. The survival materials prepared for this workshop acknowledge that the disadvantaged gifted student will not be a functional illiterate, but he will need skills which encourage his decision making, enhance his leadership ability, extend his self-concept, and provide him with alternatives. Thus, as he steps into the everyday world, he will be more able to compete with his more advantaged peers.

Five areas are covered in this workshop: "Selling Yourself" (with resumes, interview strategies, and telephone techniques), "Stepping Out" (to restaurants, theaters, and other cultural/recreational affairs), "Writing Business Letters," "Promises! Promises" (using applications, credit, and agreements), and "The World of Labels."

Materials are devised which emphasize the higher level thinking and creative skills.

Teachers, parents, and administrators, exhibiting a diverse range of knowledge, will find this workshop material beneficial for preparing the gifted child from a disadvantaged background for the real world.

THE MORPHOLOGY OF LANGUAGE THROUGH CIVILIZATION DEVELOPMENT

Sandra Parks
Janet Pfister

2437 Maine Ave.
Metairie, Louisiana 70003

The presentation includes a multi-disciplinary approach to the study of the development of language. Included are skills in language arts, social studies, science, research, creative dramatics and arts, and values clarification. The unit begins with the physiology of speech and the stages of speech development and continues with language derivation and modification through slang, dialect, jargon, etc., with emphasis on the English language.

The unit is geared toward sixth, seventh, and eighth grade gifted and talented students. The classroom strategies range from role-playing, pantomine, dramatics, caligraphy, making mock papyrus paper through cartography, creative writing, research and surveys, and theory development.

Throughout the unit, emphasis is placed on creative problem solving, critical thinking, and the development of fluency, flexibility, originality, and elaboration of thought. Also emphasized are risk-taking, complexity, curiosity, and imagination.

The organizational pattern is based on the Bloom and Frank Williams curriculum models, but could be easily adapted to the Renzulli Enrichment Triad Model.

A COMPREHENSIVE K-12 GIFTED PROGRAM

Judith Callinan
Barbara Dyche
Robert Hare
Mattie Choice

Wheaton-Warrenville District 200
130 W. Park Avenue
Wheaton, Illinois 60187

A committee of teachers and administrators in District 200, in partnership with the Office of Evaluation Research of the University of Illinois, has designed a systematic structure in developing, monitoring and evaluating a comprehensive plan for reaching students K-12.

This is a part of a major curriculum revision of the District, from the basic answer to the question of "Why gifted education?", through the development of an "ideal" and into the first stages of implementation in a District of nineteen schools.

Described in the presentation is the long-range "ideal" and the first-year implementation and concentration. The program extends through working with teachers in heterogeneous classrooms, individual and small group special activities and district-wide programs.

A Program for Pre-College Gifted

Lita Linzer Schwartz

The Pennsylvania State University, Ogontz Campus

Abington, Pa. 19001

A program for gifted middle-school students was jointly developed by personnel of Penn State's Ogontz Campus and the Montgomery County (Pa.) Intermediate Unit, to be taught on campus by members of the University's faculty. The paper to be presented offers details of the development, implementation, evaluation, and follow-up of the pilot program offered in Spring 1980. Limitations and participants' suggestions led to refinements in planning the 1980-81 offerings, which will also be discussed briefly.

There will be an opportunity for persons attending the session to ask questions.

KEY SEMINAR: A HIGH SCHOOL INTERDISCIPLINARY GIFTED PROGRAM

By Diane Batson and Robert Hare
Wheaton Warrenville High School
1920 South Wiesbrook Road
Wheaton, Illinois 60187

A description of an in school pull out program in which gifted high school students work with an interdisciplinary topic to strengthen their skills in problem solving, communication, and creativity. The responsibilities of the advisory committee, the coordinator, school staff, and parents are discussed. Interdisciplinary education, selection process, program development, and successes are reviewed.

ORGANIZING AN AFTER-SCHOOL PROGRAM FOR THE GIFTED AND TALENTED AGES 5 TO 16.

Joan A. Harris, Executive Director
College For Kids
147 N. Franklin Street
Wilkes-Barre, Pa. 18711

This workshop will follow the development of an after-school program for gifted/talented students as it evolved from an Ad Hoc parents group in one small public school, to a six college consortium which has offered over 3,000 youngsters courses of enrichment, as well as courses of acceleration an advanced training in the visual and perfo.rming arts.

Discussed will be the patern of contact persons, format for contacting college adminstrative personnel, recuritment of faculty, publicity, and community envolvement in the organization and implementation of K through 9th grade workshops.

Presentation includes lecture/discussion with visual aids and demonstrations, exercises pertaining to the lecture/discussion topic, as to how to adapt this program to your area.

Each participant will receive a free copy of a book from a grant in the Humanities regarding children and Philosophy. A sample brochure mailer and organizational flow chart will also be distributed.

Initiating A Program for Academically Gifted Students(K-12) Utilizing an Individualized Approach

Dr. Sheila Pohly Ms. Harriet Mailman
Northport-East Northport School District, 110 Elwood Road, Northport, New York 11768

A Citizens Advisory Committee, established by action of the Board of Education, began meeting in the fall of 1977. A report by this committee led to the organization of a Parallel Teacher/ Administrator Committee consisting of representatives from each school in the district. As recommended by these committees a psychologist and a facilitator/mentor were hired by February, 1980. They were charged with implementing the committees' suggested procedures for identifying academically gifted students, and initiating a pull-out program.

It was recommended that identification span three years. Each year students in grades 1, 4, 7 and 10 were to be screened and in the final year kindergarten children were to be included. Identification was to be based upon multiple criteria including standarized achievement and abilities tests, teacher ratings, and peer nominations. Identification proceeded as suggested and all criteria were entered into a weighted matrix. In addition, responses on parent questionaires were considered. Atypical cases such as gifted students with learning disabilities or emotional problems were screened through a separate process.

Lines of communication among parents, educators and community were opened and in-service programs begun. Community mentors were solicited.

In accordance with the direction given by the committees, a pull-out program was implemented, and directed toward program goals. These goals include:

- -development of higher order cognitive skills through small group activities;
- -meeting the individual needs, interests, and talents through matching students with mentors and community resources;
- -consideration of the affective growth and development of each child.

This approach is monitored by means of an individualized educational plan for each gifted student. To determine the effectiveness of the program, evaluation procedures were established as the goals were determined.

WORKING WITH PARENTS OF THE GIFTED

Jan Bodnar, Jocelyn James and Diane Montgomery
Department of Special Education
University of New Mexico
Albuquerque, New Mexico 87131

This session describes a process of providing workshops for parents of gifted children. Included in the presentation is (1) a philosophy for working with parents, (2) a model depicting stages of parent involvement, (3) a parental needs assessment method and (4) planning and implementing workshops designed to meet these needs. Two workshops developed for existing parent groups are discussed in detail.

"Motivating the Gifted Child at Home and School" is the topic of one of the workshops. This workshop combines locus of control measures with behavior modification techniques designed specifically for gifted children. Some ideas presented include a way to clarify values surrounding behavior changes and methods to assess current behaviors, to develop goals and to bring about change.

The second workshop, "Developing Strengths and Interests in the Gifted Child", uses a Q-sort procedure for assessing strengths and interests in order to provide appropriate approaches for the gifted child. Parents are shown specific methods, such as inventories and tests, to assess interests. The information collected is then used to identify activities that will use the child's strengths to meet his or her interests.

Full-Time Giftedness: The Placement Challenge

F. Neil Mathews, Ph.D.
Department of Human Development
Louisiana State University
Baton Rouge, Louisiana 70803

The advent of the Individual Educational Plan in combination with a variety of educational program designs has heralded new possibilities for more comprehensively serving the needs of the gifted and talented student. Most evaluation and planning teams are using a variety of tests, checklists, personality inventories, and etc. to assess each particular student's strengths, weaknesses, and other factors associated with successful placement in a program. From this data are drawn the specific goals and objectives for inclusion in the Individual Educational Plan with teachers, parents, and hopefully the child agreeing upon the desired educational outcomes.

An important step in this process is the placement of the student in an appropriate setting commensurate with his/her abilities. This presentation will examine the options available in full-time self-contained classrooms with specific suggestions for proper student assessment. Curriculum models will be discussed for use in the self-contained setting with an emphasis on the planning of the school week to include both acceleration and enrichment opportunities.

ENHANCEMENT - ACTION!

Gervaise W. Perdue
Houston County Board of Education
305 Watson Blvd.
Warner Robins, GA 31056

The multi-media presentation demonstrates how to plan, organize, operate, and evaluate a dual-level summer program for gifted and talented students in grades four through nine. "Enhancement" has operated successfully for seven years, is self-supporting and demonstrates action methods that involve students in academic, fine arts and psychomotor areas. For middle school students, the "Action" program provides basic experiences in the performing arts: music, theatre/drama, dance/gymnastics.

Participating in "Enhancement" and "Action" are approximately 300 students taught by 36 teachers. Teachers are community persons, high school and college gifted students, and regular teachers. Classes are small, ranging from seven to fifteen per class. Parents pay tuition and provide transportation.

The summer programs provide a continuation of mind and body stimulation, but not a duplication of courses taught during the regular school year. Students arriving early, staying late, and begging for a longer summer program plus parent, student and teacher evaluations accentuate and reinforce the concept that "learning can be fun!"

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